

Business Report for FY 2017 and
for the Period of the Mid-term Goals for the 2nd Term
(draft)

June, 2018

The Public University Corporation, the University of Aizu

(1) Status of Activities for Achieving the Basic Goals of the University of Aizu

The Public University Corporation, the University of Aizu is the legal entity that founded and manages the University of Aizu (hereinafter referred to as the “University” or “UoA”) and the Junior College Division (hereinafter referred to as the “Junior College” or “JCD”). The UoA was opened in 1993 as the first university in Japan specialized in computer science and engineering. The JCD has nurtured and produced talents with specialized knowledge and skills and contributed to development of the local community.

During the second medium-term goal period starting from AY2012, the university corporation was faced with a strong demand to contribute to recovery from the extremely dire situation facing the Fukushima Prefecture including but not limited to the Great East Japan Earthquake in addition to their respective contributions to education, research and the local community by the UoA and the JCD.

Naturally, as a higher educational organization, the largest mission of the university is to admit students, to nurture them, and to send them off to society as workers or as researchers. However, the shrinking 18 and under demographic, as well as misinformation and harmful rumors caused by the nuclear power plant accident have contributed to a sharp decline in the number of applicants for both the UoA and the JCD at the start of this medium-term goal period.

Despite these circumstances, the UoA and the JCD have drastically recovered the competition rates through continuous efforts to increase the public's understanding by conveying each school's appeal. For the UoA, this includes increasing the number of high schools within and without the prefecture to visit to recruit applicants and the revision of the admissions examination system. For the JCD, this includes proactive visits to high schools to recruit applicants, the reorganization of the departments, and the

establishment of the Admission and PR Center. Further, the fact that the UoA and JCD have both maintained an employment rate of nearly 100% is indicative of the strong reputation that has been established regarding our educational outcomes and content.

In addition, the UoA has strategically worked on cutting-edge research activities with its Research Center for Advanced Information Science and Technology (CAIST) playing a leading role, and has conducted activities to further promote its international diversity since its selection for the Top Global University Program by MEXT.

The UoA and the JCD, as schools founded by the prefectural government, have proactively worked on local contribution projects as well. While we have worked to further deepen the connection with local communities, providing support to devastated local municipalities in terms of contribution to the revitalization from the Great East Japan Earthquake, we have engaged many different activities including the establishment of the Revitalization Center, robotics development project, local contribution with the Center for Local Rejuvenation playing a leading role.

As mentioned above, the UoA and the JCD have steadily and appropriately worked to achieve the basic goals during the second medium-term goal period. These efforts have earned reputation both domestically and abroad, as indicated by the fact that the UoA was high-ranked in the THE Japan University Rankings announced in March 2017, the THE World University Rankings in September 2017, and the THE Asia University Rankings in February 2018.

(Basic Perspectives Set in the Medium-term Goals)

The mission of the Public University Corporation, the University of Aizu is to contribute to advancement of scientific technologies and academic knowledge through the foundation and management of the University of Aizu (hereinafter as the “University” or “UoA”) and the Junior College

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Division (hereafter referred to as the “Junior College” or “JCD”), and talent development and research in the fields of computer science and engineering, industrial informatics, food and nutritional science, and social welfare studies, as well as contribution to the promotion of industry and culture.

In order to fulfill this mission and to contribute to recovery from the Great East Japan Earthquake and subsequent nuclear disaster at the Fukushima Daiichi power plant, the Public University Corporation, the University of Aizu shall have the following basic goals, and aim to realize the goals through close communication between the internal organizations such as the Board of Executives, Management Council, and Educational and Research Council, and individual faculty and administrative staff members under the leadership of the Chairperson of the Board of Executives.

<Basic Goals>

○ The University

The University of Aizu shall aim at realization of the founding principle, “to Advance Knowledge for Humanity” (to make inventions and discoveries for peace and prosperity for humanity). The University of Aizu shall also endeavor to contribute to the future of our nation and local communities by taking a leading role as a pioneer on an international level.

1. Nurture internationally viable individuals as researchers, technical experts, leaders and entrepreneurs who will support technological innovations, rich in creativity and a high standard of ethics.
2. Promote research and development in computer science and engineering to lead the world and to contribute to society and academia.
3. Contribute to advancement of the prefecture’s industry and culture by pursuing practicability and effectiveness in diversified areas related to education and research.

○ The Junior College

Taking advantage of each of its specialty fields, the Junior College shall aim at contribution to regional communities and improvement/development of culture and industry, through fostering of human resources with practical skills necessary for occupations and in everyday life.

1. Foster professionals who have the ability to contribute to society through the utilization of specialized knowledge and technical skills they acquired.
2. Foster human resources with a broad range of knowledge in liberal arts who also have logical perspectives.
3. Provide local residents with opportunities for lifelong learning in order to contribute to formation of knowledge-based society.
4. Collaborate with universities, industry, residents, and governments in the region for contribution to promotion of rejuvenation of local regions.

○ The University and the Junior College

1. Both the University and the Junior College shall aim to nurture human resources to assume a leading role in Fukushima Prefecture’s reconstruction from the Great East Japan Earthquake and to contribute to establishment of a new social framework through creation of new industry, etc.

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(2) General Achievement Status of the Mid-term Plan

Following the self-review and self-evaluation on the 225 items of the mid-term plan by each department in charge, the internal evaluation office verified the contents and compiled as the result of evaluation of the Public University Corporation.

○ Overall Self-evaluation Results

UoA

A	Implemented measures exceeding the plan	16 items (11.1%)
B	Implemented measures as planned	126 items (87.5%)
C	Implemented measures below the plan	2 items (1.4%)
D	Implemented measure far below the plan	0 item (0.0%)

Out of 144 items, 142 items (98.6%) received A or B, which shows that the measures of the mid-term plan were mostly achieved on the whole.

JCD

A	Implemented measures exceeding the plan	20 items (24.7%)
B	Implemented measures as planned	60 items (74.1%)
C	Implemented measures below the plan	1 items (1.2%)
D	Implemented measure far below the plan	0 items (0.0%)

Out of 81 items, 80 items (98.8%) received A or B, which shows that the measures of the mid-term plan are expected to be achieved on the whole.

○ Numerical Goals in the Mid-term Goals and Mid-term Plans

UoA

1. Education

(1) Ratio of International Faculty Members Teaching Specialized Courses (unit:%)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Goal	Approx. 50%	48	46	44	50	49	50

(2) Information Technology Engineer Examination (ITEE) Takers (unit:%)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Plan	50% of enrolled students have taken the ITEE	21.9	26.4	28.9	31.0	32.3	26.1
	25% of enrolled students have passed the ITEE fundamental or higher	9.7	9.3	8.8	8.2	8.0	5.6

(3) Ratio of the Students Proceeding to Master's Programs (unit:%)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Goal	40%	21.0	28.4	25.4	20.8	23.2	23.3

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(4) Employment Rate of Students Seeking an Employment

(Upper stage: Under-graduate, Lower stage: Graduate) (unit:%)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Goal	100%	98.1	98.6	96.0	95.7	93.8	96.2
		100	100	100	100	100	100

2. Research

(1) Acceptance of Papers to Major Academic Journals (unit: Number of cases)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Plan	Continuous increase	investigating	345	165	130	70	123

3. Contribution to Local Communities

(1) The number of the certified venture companies (Added since FY2015)

(unit: Number of cases)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Goal	18 companies for the duration	18	18	17	—	—	—

4. Improvement of Financial Affairs

(1) Income from UoA Facilities Rental Use (Unit: 1,000JPY)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Plan	Increase by 30% from the average income during the 1 st Mid-term Goals period (FY2017 target: 3,565,000yen)	2,451	2,689	4,257	3,988	3,795	3,249

(2) Application for External Research Funds

(Lower stage: Kakenhi) (unit: Number of cases)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Plan	More than 50	83	64	77	56	67	74
	Kakenhi	50	39	39	43	38	45

JCD

1. Education

(1) Employment Rate of Students Seeking an Employment (unit:%)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Goal	100%	99.3	99.3	99.3	99.2	97.9	97.1

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(2) Employment Rate of Students with Certificates/Qualifications

(Upper stage: Food, Lower stage: Welfare) (unit:%)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Plan	80%	75.0	95.1	71.9	84.2	87.2	97.8
		95.6	93.9	93.6	85.7	80.4	85.0%

(3) Ratio of Students with Certificates/Qualifications (unit:%)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Plan	100 %	Nutriti onist:	100	100	100	100	100
		Day care	100	100	100	97.2	100
		Social worker:	83.3	100	100	87.5	100

3. Contribution to Local Communities

(1) The number of regional cooperation-collaboration projects (Added since FY2015) (unit:Number of cases)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY201 2
Goal	10	10	8	10	—	—	—

4. Improvement of Financial Affairs

(1) Application for External Research Funds (unit:Number of cases)

	Target (FY2017)	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012
Plan	More than 20	11	17	20	20	18	20
	Kakenhi	6	10	10	13	9	13

(3) Specific Measures by Item**I. Improvement of Quality of Education and Research****UoA**

A	Implemented measures exceeding the plan	11 items (12.1%)
B	Implemented measures as planned	79 items (86.8%)
C	Implemented measures below the plan	1 items (1.1%)
D	Implemented measure far below the plan	0 items (0.0%)

Out of 91 items, 90 items (98.9%) received A or B, which shows that the measures of the mid-term plan are expected to be achieved on the whole.

JCD

A	Implemented measures exceeding the plan	14 items (31.1%)
B	Implemented measures as planned	30 items (66.7%)
C	Implemented measures below the plan	1 items (2.2%)
D	Implemented measure far below the plan	0 items (0.0%)

Out of 45 items, 44 items (97.8%) received A or B, which shows that the measures of the mid-term plan are expected to be achieved on the whole.

1. Education**UoA**

In order to secure excellent students who, satisfy our admission policy, we proactively engaged in more effective PR activities including high-school visits and Open Campus. As for the admission methods, we established a new admission exam category which utilized five subjects (seven exams), and also, newly established Kyoto Venue to secure applicants of western Japan. As a result, applicant count increased since AY2016.

The Undergraduate Program is designed to nurture human resources having the latest internationally-viable knowledge and practical skills.

The Department of Computer Science and Engineering promoted smooth operation of the curriculum through the “five fields (field of study) and nine tracks (course registration models)” system, in which students are able to take courses focusing on their future career path.

In order to enhance educational coherence of undergraduate and graduate schools, the graduate school's quarter system was shifted to a set of eight-week terms throughout the academic year. Moreover, the quarter system was introduced to the undergraduate school in AY2016. The overall review on the curriculum was started in AY2013, the discussion about consecutiveness and optimization was continued aiming at the new curriculum of the undergraduate school started from AY 2018.

Regarding support for learning and daily life, the Office for Learning Support, the Student Counseling Room, and the Nurse's Office were open to students asking for consultation or advice, while faculty and the Student Affairs Division shared information with those Offices for further support.

Career development support were provided taking into consideration enhancement of students' awareness for work and career development, practical skill acquisition. Supported introducing companies to individual students, mock interviews, career consultations, as well as staff's visits to companies to get job offers.

(1) Undergraduate Program

- In order to secure excellent students, we proactively engaged in more effective PR activities including PR Sessions of UoA held across the prefecture and elsewhere, off-campus lectures, high-school visits, web ads and Open Campus. As a result, applicant count is increasing.
- Moreover, as a form of the Top Global University Project (hereinafter referred as SGU project), established ICT Global Program All-English

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Course and implemented three exams (General admission, Advanced-standing Admission and Special Admission) for recruiting excellent international students.

- Tried to be widespread the following three actions which were taken into admission exams in AY2016.
 - 1) Partial revision on the general admission system
 - 2) Establishment of additional exam venue for general admission
 - 3) Implementation of ICT Global All-English Program Admission Exam
- Amid the SGU project, the transition from the current "Program of the Undergraduate and Master's Programs for Five Years through Integration of the Two Programs" (Five-year Consecutive Program) to the "Honor's Program" was decided. And financial supports and honor's year – among the six years required for obtaining Bachelor's degree and Master's degree, one year will be spent on studying abroad or internship program – were established.
- We established the Honor's Year policy for students in so-called 3+2 scheme – the former three years in undergraduate program and two years in master's program. They will be entitled to the Honor's Year in units of six months and in AY2017, the decision was made on the transition of to transfer to the Honor's Program starting from AY2018.

(2) Graduate Program

- In order to enhance educational coherence of undergraduate and graduate schools, the graduate school's quarter system was started to shift to a set of eight-week terms throughout the academic year. Moreover, the quarter system was introduced to the undergraduate school in AY2016. And the curriculum was reformed.
- Students in Five-year Consecutive Program received scholarships during their Master's enrollment. Also, in order to foment students' consciousness toward advancing to the graduate school, we organized

Graduate School Information Fair to provide them more concrete information to under graduate students.

- The overall review on the curriculum was started in AY2013. In AY2015, diploma policy and curriculum policy were created.
- We decided to introduce the new undergraduate, graduate curriculum in AY2018. In line with this, we continued the discussion about consecutiveness and optimization of former IT Specialist Program and undergraduate education in AY 2017. As for AY2018, the "Program for Leading-edge IT Specialists (A program that fosters cutting-edge ICT specialists in an international environment)" is flexibly reviewed.
- The Laboratory for Advanced ICT in Aizu (LICTiA) was established in October 2015 as the UoA Revitalization Center's (ARC) core facility. This place became an environment for students to experience the latest ICT trends around themselves.

In AY 2016, open spaces such as the LICTiA Innovation Creation Space were provided as an activity site where companies and students can commit to collaborative research projects such as programing for humanoid robots and regional virtual currency.
- Utilizing SGU project and JASSO study-abroad scholarship system (for inbound/outbound dispatch under agreement), the Silicon-valley site was established and dispatched ten students in AY2016, ten students in AY2017 to the US Silicon-Valley Internship Program.
- Also, a new graduate course – ICT Global Venture Laboratory – was conducted as mutual-direction class with the Silicon-Valley office.

(3) Systems/Organizations for Conducting Education

- We strive to assign faculty members to proper positions based on the opinions from the undergraduate school, the graduate school, etc., and employed faculty members through international open recruitment

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each fiscal year (total thirty-seven personnel) in order to build a system for providing high-quality educations.

- Regarding the appropriate assignment of faculty members, structure the formation to keep the high quality education in order to implement appropriate assignment of faculty members based on requests from undergraduate and graduate schools and quality education, faculty members were hired through international open recruitment in each fiscal year (total thirty-seven personnel).

(4) Student Support

- Class-mentor system was implemented for 1st and 2nd years. In addition to educational support from mentor, periodical interview was implemented. Confirming status of students' daily live, advices were given in appropriate time.
- While utilizing TAs/SAs (student advisors), the two of Learning Support Staff from the Learning Support Office supported students who have fears or anxiety about their condition of learning.
- For international students, we continuously strived to provide scholarship and subsidize their National Health Insurance expenses in cooperation with SAISUA.

JCD

- Department of Industrial Information Sciences: Advertisement Strategy Theory (Common Subject) was established. Moreover, a full-time faculty member was added in the graphic field.
Department of Food and Nutrition Sciences: Food Specialist License Accreditation Examination and Nutritionist Skill Accreditation Examination were featured by test preparatory courses. Moreover, we invited Nutritionists for special lecture and observed the facility of the school meal center.

Department of Social Welfare Sciences: Newly established a new course for obtaining kindergarten teacher license in addition to nursery school teacher license.

- Department of Industrial Information Sciences: Verified the conditions of course registration of each subjects.
- The Department of Early Childhood Education reviewed the structure of curriculum and faculty members towards reauthorization of teaching programs due to the introduction of new teaching programs starting from AY2019.
- Passing rate of the childminder certificate was 100%, passing rate of the 2nd kindergarten teachers' license was 100%, and also passing rates of other licenses remain high every year.
- As a consigned project of the Local Revitalization Center, "Local Project Exercise" was conducted. Through practical learning and education, educational contents related to the local community were enhanced. Depending on project specifications, inter-departmental collaboration was promoted.
11th National Meeting of Food and Nutrition Education Promotion in Fukushima was held in June, 2016. Department of Food and Nutrition Sciences and Department of Industrial Information Sciences jointly exhibited at the event. Inter-departmental communication was enhanced by conducting an all-faculty-committed symposium at the event.
- The Department of Early Childhood Education was established in April 2016. Started preparation the establishment of the training for renewal of teaching license in AY2016, and applied in AY2018.
- Taking into consideration of individual students' various needs, the Career Support Center took the lead in the promotion of the internship programs such as providing up-to-date information to students.

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2. Research

UoA

The University has been doing research not only in three prioritized areas (pioneering, regional contribution, and innovative research) included in the mid-term goals but also in other areas. Also, research support activities are conducted, such as filing of patent applications and sharing of research achievements with local communities.

To face on specific projects which need to be promoted selectively in cross-sectional way, the research activity of interdisciplinary area was promoted by establishing the Research Center for Advanced Information Science and Technology (CAIST), as the research base.

The University has created the “UoA strategic research models,” by designating research projects which are expected to be very competitive and generate achievements as “strategic research,” in order to take a leading role in the field of computer science and engineering and contribute to the society, based on our mid-term goals. The models were reflected in the mid-term plans, and efforts were made for realization of the plan.

- We have been developed “UoA Robot Valley Promotion Project,” a three-year project funded by Fukushima prefecture from FY2015. Kept developing software for robots and have been opened software library since FY2016. In FY2017, we set the collaboration of various kinds of robots as the main task and gathered data from all the robots to one place and developed the system to use the data by other robots. Demonstrated to remote control the robots by actual visual camera and also VR simulation.
- Number of the acceptance of papers for the major international conferences and major journals are increasing sustainably.
- In FY2016 we have developed an information system for connecting heterogeneous robots and implemented with robot middleware. We have opened

our software library and distributed our developed robot software.

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- As part of the MEXT subsidy project “Regional Innovation Strategic Support Program,” (Project term: FY2012-2016), was promoted in the reusable energy field. To promote University-business-government collaboration and for revitalization of Fukushima prefecture, we have conducted research on reusable energy field, analysis on big data, use of cloud platform, and many others related to ICT for revitalization.
- CAIST consists of five research teams in interdisciplinary area (clusters), namely, the Aizu Research Clusters for: Robot (ARC-Robot), Space Science (ARC-Space), Biomedical Engineering (ARC-BME), Cloud (ARC-Cloud), and High Performance Computing (ARC-HPC). As the research center utilizing the leading-edge ICT base, CAIST is promoting R&D in response to various social needs.

JCD

Through various projects implemented by the Local Revitalization Center under industry-government-citizen collaboration, we put our effort on research on local revitalization aiming at solving local issues using student-centered practical learning/practical education.

- Every fiscal year, we engaged in unique activities which fully use strengths of each specialty as cooperation/collaboration projects with relevant organization in the region (Industry, government, citizen, academia.)

In AY 2017, we promoted research projects related to local characteristics including: 1) aggregating and analyzing the result of the Eating Behavior Actual State Grasp Survey, 2) "Aizu Urushi Art Festival 2017" of Aizu Machi Naka Art Project. Updated “Research

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seeds” “Introduction of lecturers for off-campus public lectures by Dispatched Faculty Members.” Opened on the website and hand out to the committee of promoting to local contribution center.

3. Contribution to Local Communities

UoA

The University offers public lectures proactively by utilizing the intellectual resources, and also, based on collaboration agreements concluded with institutions, for fulfillment of a role of a university in terms of regional collaboration, a variety of activities is conducted. LICTiA and UBIC actively play main roles in various activities to promote collaboration including publicizing of the UoA's technical seeds.

- We are organizing the Computer Science Summer Camp and All-Japan High School Computing Contest (PC Koshien) in collaboration with corporate and institutional affiliates, etc.

In particular, PC Koshien's level of recognition has increased nationwide, and the skill level of participants is increasing each year. It is growing into a competition that serves as an objective for high school students.

- In FY2017, we organized “PC Koshien 2017” as the 15th edition of the event and the 21st edition of Computer Science Summer Camp. These events contributed to PR UoA to outside.
- We opened LICTiA as a new hub for industry-academia-government collaboration in October 2015 and have provided it as a space for the creation of innovation. As part of the activities, we conduct Aizu Open Innovation (AOI) meetings. We had 212 meetings in FY2015, 343 meetings in FY2016 and 367 meetings in FY2017.

JCD

In order to rejuvenate the region and meet expectation from the regional society, we must find out and work on the regional issues with local communities. Utilizing the features of the departments of industrial information, food and nutrition, social welfare (and Early Childhood Education, established in FY2016), the Junior College has been conducting activities to promote regional revitalization.

- As part of student-planned practical learning and education, we actively participate into design competitions, volunteer activities, etc. There were 160 cases of the student-planned practical learning and education in FY2017.
- Centering on the Center for Rejuvenation of Local Communities established in April, 2007, collaboration projects were implemented with Fukushima prefecture, Aizu-wakamatsu city, etc. In the local practical research project, we proactively worked on revitalization of mountainous areas.

4. International Exchange

UoA

In July 2005, the “Center for Strategy of International Programs (CSIP)” was established for the following purposes; 1) realization of internationally competitive research environment, 2) planning of international exchange activities, 3) overall promotion of international strategies, 4) strengthening of foundation for internationalization, 5) streamlining of information toward internationalization, 6) conclusion of agreements with more partner institutions for exchange of students and researchers, 7) enhancement of support for international faculty and students.

In FY2014, the UoA was adopted as one of Top Global University

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Project by the MEXT. Thereafter the Center for Globalization was established in FY2015 as a new division, which was developed and inherited from CSIP. Based on the achievements since the university's establishment, and as one of pioneering universities for ICT field, the UoA has tackled internationalization to establish an environment which is pulling sustainable globalized education.

- The Center for Globalization was in a leadership to develop international exchange activities and selected important universities to develop our future relationship proactively.
- We have also established cooperative laboratories and implemented dual degree programs and international credit recognition, etc. The ICT Global Program All-English Course which started accepting applications in AY2016 admitted 11 undergraduate students, in AY2017 admitted 16 undergraduate students.
- We have conducted internship programs and study abroad short program, etc. at overseas bases in Silicon Valley, Rose-Hulman Institute of Technology, and Dalian Neusoft Institute of Information.

JCD

JCD looked for possible opportunities and conducted international exchanges.

- In December, "Cooking seminar" was held mainly organized by the Department of Food and Nutrition to disseminate information on traditional Aizu ingredients and Japanese foods to foreign residents in Aizu. In addition, made Christmas cards at the workshop by the faculty members of Department of Early Childhood Education and exchanged with elementary school students in Ukraine.

II. Support to Reconstruction from the Great East Japan Earthquake Disaster

UoA

A	Implemented measures exceeding the plan	2 items (18.2%)
B	Implemented measures as planned	9 items (81.8%)
C	Implemented measures below the plan	0 items (0.0%)
D	Implemented measure far below the plan	0 items (0.0%)

Out of 11 items, 11 items (100%) received A or B, which shows that the measures of the mid-term plan are expected to be achieved on the whole.

JCD

A	Implemented measures exceeding the plan	0 items (0.0%)
B	Implemented measures as planned	3 items (100%)
C	Implemented measures below the plan	0 items (0.0%)
D	Implemented measure far below the plan	0 items (0.0%)

Out of 3 items, 3 items (100%) received A or B, which shows that the measures of the mid-term plan are expected to be achieved on the whole.

UoA

As a one of ICT specialist universities, the UoA has been using its strengths for reconstruction support after the Great East Japan Earthquake. Therefore, the basic guideline was set, and the Revitalization Center of the UoA was established on March 4, 2013. Additionally, the Laboratory for leading-edge ICT (LICTiA) was maintained in FY2015 as a central facility of active base for the Revitalization Center of the UoA, and this is aimed to execute leading-edge researches, to provide "place" for creation of innovation, and to develop ICT human resources.

- In collaboration with IT companies in Fukushima, the Aizu SLF

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Conference conducted a talent development/employment creation program aimed at developing IT engineers having immediate fighting strength for the private sector.

In FY2017, we conducted an employment support program for female “Female Programmer Support School” cooperated with Fukushima Information Industry Association and Aizu SLF Conference. 104 females joined as a first students and we provided the opportunity to study by e-learning and supported for job finding when they needed.

- In November 2015 we signed a memorandum on security with the Fukushima Prefectural Police Headquarters, shared information on cybercrime, and provided technical support. In FY2017, we have dispatched the lecturers to the seminars organized by Fukushima Prefectural Police Headquarters twice and provided technical support to prevent, solve troubles in cybercrime.
- Collaboration with local municipalities, etc
 - (1) We continued to strive to promote industrial revitalization and talent development through the existing collaboration agreements with Aizu-Wakamatsu city, Kitakata city, and the Okuma town Board of Education.
 - (2) We dispatched lecturers for seminars organized by the Koriyama City BOE, etc. and also conducted study sessions about aerospace and robotics.
 - (3) In March, FY2017, we signed the collaboration agreements with Shirakawa city and created opportunities to distribute to local community in southern part of the prefecture through supporting start-ups, cultivating human resources.

JCD

Students worked on various themes regarding solutions of

revitalization-associated issues in their graduation research, etc. This would contribute to nurturing of human resources who will take a leading role in revitalization efforts.

- Based on the educational collaboration agreement concluded with the Okuma Town Educational Board, we actively supported (dispatched lecturers, opened grounds and gyms) the development of the individuals who represent the future of Okuma Town, by dispatching lecturers and opening the facilities to Elementary Schools and Junior High Schools of Okuma Town.

III. Improvement of Administrative Operation and Effectiveness

UoA

A	Implemented measures exceeding the plan	3 items (7.1%)
B	Implemented measures as planned	38 items (90.5%)
C	Implemented measures below the plan	1 items (2.4%)
D	Implemented measure far below the plan	0 items (0.0%)

Out of 42 items, 41 items (97.6%) received A or B, which shows that the measures of the mid-term plan are expected to be achieved on the whole.

JCD

A	Implemented measures exceeding the plan	6 items (18.2%)
B	Implemented measures as planned	27 items (81.8%)
C	Implemented measures below the plan	0 items (0.0%)
D	Implemented measure far below the plan	0 items (0.0%)

Out of 33 items, 33 items (100%) received A or B, which shows that the measures of the mid-term plan are expected to be achieved on the whole.

UoA

- The environmental policy and goals were revised in FY2012. We work on energy and resource saving countermeasures such as reducing

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disposals by classifying garbage, reducing electricity use by turning off switches, saving water. • We provided an explanation on compliance with the Code of Conduct at the first meeting of the Faculty Assembly and Deans and Directors Council. In December, we sent e-mail to that effect to all faculty members in an effort to make it known widely. Further, we reminded the Faculty Assembly, etc. the strict observance of the office rules as necessary. We strove to make the Code of Conduct known to newly hired faculty and staff members by distributing handouts. Moreover, in each case of misconduct in the prefectural government and/or other organizations, we reminded all faculty and staff members of prevention of dishonesty and misconduct. • The internal audit was conducted regarding official research funds and it was confirmed that they had been appropriately implemented. In accordance with the “University of Aizu Regulation Concerning Research Ethics” and the “Policy on Experimentation and Investigative Research, etc. on Human Subjects Conducted at the University of Aizu” and in order to secure scientific and ethical validity of research, due research ethic examinations were conducted regarding research implementation plans submitted by faculty members. In addition, the regulations were revised to include the necessity of reporting research results. • (a-3) In consideration of prevention of the research misconduct prevention plans in accordance with the “Regulations on the Prevention of Impropriety Concerning Research Activities” and the “Regulations Concerning the Handling of Public Research Funds,” we organized a training session with an invited certified public accountant in September 2017. • (a-4) We worked to prevent research misconduct in accordance with the “Management Policies Regarding Conflicts of Interest” and “General	Plan on Management of Conflicts of Interest.” Further, we collected information toward formulation of internal regulations regarding the security export control at training sessions organized by MEXT. • We conducted hiring in a systematic manner each fiscal year based on the corporation's hiring policies. Each fiscal year, we hired individuals with specialized knowledge, experience, etc. to conduct specific projects. As a result, 27 of 71 administrative employees are corporate employees as of FY2017. JCD • For safe and secure campus life, also as part of preparation for disaster, maintenance works are conducted based on the long-term maintenance plans. In FY2017, repaired the outside wall, the floor of the gym, updated the air-conditioner, placed an air-conditioner in the cafeteria and renovated the faculty room in the dormitory. • Hygiene Manager and Industrial Medical Doctor are appointed one each. Regularly, the Hygiene Committee meeting is held and survey/deliberation is conducted aiming at preventing health problems. In FY2017, Hygiene Committee News was issued twice and encouraged to take a new stress-check scheme to all faculty members. - Stress-check Implementation Rate 82.1% • Creating the annual action plan for energy consumption, the entire university worked on the energy saving goal. The Power-saving News was e-mailed to faculty and students regularly and the power-saving status on campus was indicated in charts to strive to improve awareness of power saving. • Actual performance in FY2017(July to September) Comparison with FY2013 11.8% reduction (Goal: 1.0% reduction comparison with FY2013)
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2 Evaluation by Item Summary Table

The Public University Corporation, the University of Aizu

Evaluation Items		Self-Evaluation by the Public University Corporation, the University of Aizu								Evaluation by the Evaluation Committee		
		Achievement of the Plans								By item	Special notes concerning evaluation	
Chapter1	Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Mid.	A	25	B	109	C	2	D	0		
		Annual	A	29	B	102	C	2	D	0		
		Mid.	A	11	B	79	C	1	D	0		
			(The University) It was carried out as planned.									
			A	14	B	30	C	1	D	0		
		Annual	(The Junior College Division) It was carried out as planned.									
			A	16	B	73	C	1	D	0		
			(The University) It carried out as planned and produced certain results.									
			A	13	B	29	C	1	D	0		
		(The Junior College Division) It carried out as planned and produced certain results.										
Chapter1 1	Measures for Achievement of Goals regarding Education	Mid.	A	12	B	69	C	2	D	0		
		Annual	A	15	B	65	C	2	D	0		
		Mid.	A	5	B	46	C	1	D	0		
			(The University) It was carried out as planned.									
			A	7	B	23	C	1	D	0		
		Annual	(The Junior College Division) It was carried out as planned.									
			A	8	B	43	C	1	D	0		
			(The University) It carried out as planned and produced certain results.									
			A	7	B	22	C	1	D	0		
		(The Junior College Division) It carried out as planned and produced certain results.										
Chapter 1 1 (1)	Measures for achievement of goals regarding admission and entrance examination systems	Mid.	A	3	B	4	C	0	D	0		
		Annual	A	3	B	3	C	0	D	0		
		Mid.	A	2	B	2	C	0	D	0		
			(The University) Improvement of entrance selection method in undergraduate course, systematic public relations activity to secure volunteers, international student in graduate school course, securing of advanced students, etc. were carried out as planned.									
			A	1	B	2	C	0	D	0		
		Annual	(The Junior College Division) A new entrance examination / public relations center (provisional name) was set up, and comprehensive promotion of entrance examinations work and public relations work became possible, so it was carried out as planned.									
			A	2	B	2	C	0	D	0		
			(The University) In order to secure superior students, we implemented energetically more effective public relations activities such as admission consultation sessions inside and outside the prefecture, delivering lectures, high school visits, web advertisements and open campuses, as planned.									
			A	1	B	1	C	0	D	0		
		(The Junior College Division) Implemented as planned, including publicizing and announcing admission policy on open campus through supportive tools such as campus guide and website.										

Chapter 1 1 (2)	Measures for achievement of goals regarding content and achievements of education	Mid.	A	0	B	36	C	2	D	0	
		Annual	A	2	B	34	C	2	D	0	
		Mid.	A	0	B	26	C	1	D	0	
			(The University) In the undergraduate course, after considering relaxation of pre-conditions in English subjects, establishment of short-term study abroad subjects, introduction of study skill seminars, we reviewed the special subjects extensively and decided to introduce the fourth semester from FY2008 did. In the graduate school course, in order to further improve continuity with undergraduate education, we decided to conduct 8 weeks classes in all semesters ahead of the introduction of the undergraduate four-term system, implemented as planned, etc. did.								
			A	0	B	10	C	1	D	0	
			(The Junior College Division) We were able to accomplish as planned, including ongoing inspection and evaluation of the curriculum and promoting the formation of an effective and efficient curriculum that accurately responded to the needs of the times and society.								
		Annual	A	2	B	24	C	1	D	0	
			(The University) Sharing the new curriculum specific plan for introduction in FY2003 with the whole university, soliciting opinions and comments from faculty members, repeatedly considering, and planning that is compatible with the field (specialized field) system connected with the graduate school is almost completed, etc. It was carried out in the street.								
			A	0	B	10	C	1	D	0	
			(The Junior College Division) The grade evaluation criteria and learning attainment goal were specified on the syllabus, further awareness through guidance etc. was made awareness thoroughness, and implementation for GPA introduction was examined for the next computer system, etc. It carried out as planned.								
Chapter 1 1 (3)	Measures for achievement of goals regarding content and achievements of education	Mid.	A	3	B	8	C	0	D	0	
		Annual	A	3	B	8	C	0	D	0	
		Mid.	A	1	B	4	C	0	D	0	
			(The University) In general, we carried out planned replenishment of teachers from an international perspective, further improvement of teacher's educational ability, improvement of computer network system in campus, etc. as planned.								
			A	2	B	4	C	0	D	0	
			(The Junior College Division) Improvement and enrichment of educational method, educational content, etc. were implemented by flexibly arranging teachers and staff from the viewpoint of the whole school, and the plan was largely achieved.								
		Annual	A	1	B	4	C	0	D	0	
			(The University) Implemented as planned, including recruitment of teachers by international open recruitment, improvement of class evaluation by students, improvement of intra-campus computer system.								
			A	2	B	4	C	0	D	0	
			(The Junior College Division) We opened the department of early childhood education in April, We also examined the opening of a teacher license course at the teacher training curriculum committee, decided to open in August, 1990, examined the preparation schedule and started preparations, etc., as planned.								
Chapter 1 1 (4)	Measures for achievement of goals regarding student support	Mid.	A	6	B	21	C	0	D	0	
		Annual	A	7	B	20	C	0	D	0	
		Mid.	A	2	B	14	C	0	D	0	
			(The University) In general, we conducted student support in collaboration with mentor / school attendance support association・association office・creation dormitory etc., school enrollment support by TA・SA, student's economic burden reduction, promotion of international exchange activities, employment guidance, etc. as planned.								
			A	4	B	7	C	0	D	0	
			(The Junior College Division) We conducted the plan as planned, such as grasping the actual situation of life of the students, examining improvement of the library holding capacity of the attached library.								
		Annual	A	3	B	13	C	0	D	0	
			(The University) In addition to supporting the education of individual students, advising by teachers as well as advising by students such as TA, etc., in order to make early countermeasures for poor grades students, we implemented the mid-term plan as planned.								
			A	4	B	7	C	0	D	0	
			(The Junior College Division)Student counselors, faculty members, counselors, and administrative staff of each department conducted information sharing closely, collaborated to support students' overall academic and general living, solve various problems, etc., as planned.								

Chapter1 2	Measures to be Taken to Achieve Goals regarding Research	Mid.	A	7	B	19	C	0	D	0			
		Annual	A	6	B	19	C	0	D	0			
		Mid.	A	4	B	16	C	0	D	0			
			(The University) It was carried out as planned.										
			A	3	B	3	C	0	D	0			
			(The Junior College Division) It was carried out as planned.										
		Annual	A	3	B	16	C	0	D	0			
			(The University) It carried out as planned and produced certain results.										
			A	3	B	3	C	0	D	0			
			(The Junior College Division) It carried out as planned and produced certain results.										

Chapter 1 2 (1)	Measures for achievement of goals regarding research standards and results	Mid.	A	6	B	12	C	0	D	0			
		Annual	A	5	B	12	C	0	D	0			
		Mid.	A	4	B	12	C	0	D	0			
			(The University) Initiatives for various research in three departments, Research activities in five clusters of Advanced Information Science Research Center (CAIST), Research on renewable energy field by “Regional Innovation Strategy Support Program”, etc. were carried out as planned.										
			A	2	B	0	C	0	D	0			
			(The Junior College Division) At the Regional Revitalization Center, a “regional practical research project” was established, and research was conducted to solve regional problems, and it was carried out as planned.										
		Annual	A	3	B	12	C	0	D	0			
			(The University) Participation in various projects in three departments, participation in space projects at the Advanced Information Science Research Center Space Information Science Cluster, and summary of the “Regional Innovation Strategy Support Program” in the final year of the project were implemented as planned.										
			A	2	B	0	C	0	D	0			
			(The Junior College Division) We compiled the results of fundamental research into “research bulletin” and “research seeds collection”, and at the department of early childhood education, we carried out the plan as planned, including the publication of research papers collection “Early Childhood Education Research”.										

Chapter 1 2 (2)	Measures for achievement of goals regarding improvement of systems, etc. for promotion of research	Mid.	A	1	B	7	C	0	D	0			
		Annual	A	1	B	7	C	0	D	0			
		Mid.	A	0	B	4	C	0	D	0			
			(The University) We were able to achieve joint planning at the Advanced Information Science Research Center, matching research seeds with corporate needs, efficient operation of intellectual property, establishment of reconstruction support framework in competitive research fund, etc. as planned.										
			A	1	B	3	C	0	D	0			
			(The Junior College Division) We implemented full-scale integration of competitive research funds between the University of The University of Aizu and the Junior college of the University of Aizu, and carried out various studies of faculty members as planned.										
		Annual	A	0	B	4	C	0	D	0			
			(The University) Introduction of active external funds at the Advanced Information Science Research Center, matching of research seeds with corporate needs, efficient management and operation of intellectual property, etc., as planned.										
			A	1	B	3	C	0	D	0			
			(The Junior College Division) Regarding the competitive research system within the university, we strengthened support for teachers' research activities by expanding rebuilding framework and establishing strategic research expenses. In addition, the plan was able to be accomplished largely because we continued to improve the faculty's professorship, research capability, etc. by continuing the extracurricular										

Chapter 1 3	Measures to be Taken to Achieve Goals regarding Contribution to Local Communities	Mid.	A	6	B	15	C	0	D	0			
		Annual	A	6	B	14	C	0	D	0			
		Mid.	A	2	B	12	C	0	D	0			
			(The University) It was carried out as planned.										
			A	4	B	3	C	0	D	0			
			(The Junior College Division) It was carried out as planned.										
		Annual	A	3	B	11	C	0	D	0			
			(The University) It carried out as planned and produced certain results.										
			A	3	B	3	C	0	D	0			
			(The Junior College Division) It carried out as planned and achieved certain results.										
Chapter 1 3 (1)	Measures for achievement of goals regarding collaboration and cooperation with local communities, etc.	Mid.	A	2	B	12	C	0	D	0			
		Annual	A	3	B	11	C	0	D	0			
		Mid.	A	2	B	9	C	0	D	0			
			(The University) We implemented the "Aizu University Regional Contribution Policy" formulation and operation, implementation of community contribution activities such as opening of facilities and delivery lectures, promotion of high-level collaboration and inter-university collaborative projects, etc. as planned.										
			A	3	B	3	C	0	D	0			
			(The Junior College Division) We implemented the "Aizu University Regional Contribution Policy" formulation and operation, implementation of community contribution activities such as opening of facilities and delivery lectures, promotion of high-level collaboration and inter-university collaborative projects, etc. as planned.										
		Annual	A	2	B	9	C	0	D	0			
			(The University) Implemented as planned, including public lecture and teacher dispatch courses, community contribution activities such as delivery lectures, collaborative projects based on high-level collaboration agreements, human resource development through problem-solving human resource development model projects.										
			A	2	B	3	C	0	D	0			
			(The Junior College Division) In order to make efforts to contribute to the community contribution actively as a revitalization center in the same way as the previous year, urge the utilization of the "Regional Practical Research Project", secure the project budget, and lead to active area studies of faculty members. Carried out as planned.										
Chapter 1 3 (2)	Specific measures regarding promotion of regional industry	Mid.	A	1	B	3	C	0	D	0			
		Annual	A	2	B	2	C	0	D	0			
		Mid.	A	0	B	3	C	0	D	0			
			(The University) Provided teacher's knowledge and technology to regional industry, various collaborations with university-originated venture, provision of innovation of advanced ICT laboratory (LICTIA), etc. as planned.										
			A	1	B	0	C	0	D	0			
			(The Junior College Division) We conducted project research based on regional characteristics, focusing on cooperation and cooperation projects with regional organizations, as planned.										
		Annual	A	1	B	2	C	0	D	0			
			(The University) Matching between company needs and research seeds, promotion of human resource development projects in collaboration with university-originated venture, etc., were carried out as planned.										
			A	1	B	0	C	0	D	0			
			(The Junior College Division) We conducted project research based on regional characteristics, focusing on cooperation and cooperation projects with regional organizations, as planned.										

Chapter1 4	Measures for Achievement of Goals regarding International Exchange	Mid.	A	0	B	6	C	0	D	0			
		Annual	A	2	B	4	C	0	D	0			
		Mid.	A	0	B	5	C	0	D	0			
			(The University) It was carried out as planned.										
			A	0	B	1	C	0	D	0			
		Annual	(The Junior College Division) It was carried out as planned.										
			A	2	B	3	C	0	D	0			
			(The University) It carried out as planned and achieved certain results.										
			A	0	B	1	C	0	D	0			
			(The Junior College Division) It carried out as planned and achieved certain results.										
Chapter 1 4 (1)	Measures for achievement of goals regarding promotion of international exchange	Mid.	A	0	B	6	C	0	D	0			
		Annual	A	2	B	4	C	0	D	0			
		Mid.	A	0	B	5	C	0	D	0			
			(The University) In addition to continuing concrete exchanges such as dispatch of students based on unit compatibility with concluded schools and concrete exchange such as acceptance, we also concluded short-term studying abroad and classes before and after that as a English subject “Global Experience Gateway” and students Promoted studying abroad. In addition, we implemented a new program such as Silicon Valley training in Superglobal University creation support project, and carried out as planned.										
			A	0	B	1	C	0	D	0			
		Annual	(The Junior College Division) We conducted student exchanges with the National University of Milan and carried out as planned.										
			A	2	B	3	C	0	D	0			
			(The University) We collaborated with faculty offices of overseas agreements, etc. and developed academic research exchange with overseas universities etc. 11 undergraduate students in fiscal year 28 and undergraduate students in fiscal year 29 entered school by the ICT Global Program All English Course which started recruitment in FY2008, as planned.										
			A	0	B	1	C	0	D	0			
			(The Junior College Division) We carried out as planned, including information on traditional Aizu foods and Japanese food in foreign languages residing in Aizu, in English.										
Chapter 2	Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake	Mid.	A	2	B	12	C	0	D	0			
		Annual	A	5	B	9	C	0	D	0			
		Mid.	A	2	B	9	C	0	D	0			
			(The University) It was carried out as planned.										
			A	0	B	3	C	0	D	0			
		Annual	(The Junior College Division) It was carried out as planned.										
			A	5	B	6	C	0	D	0			
			(The University) It carried out as planned and achieved certain results.										
			A	0	B	3	C	0	D	0			
			(The Junior College Division) It carried out as planned and achieved certain results.										

Chapter 2 1	Measures for Achievement of Goals regarding Provision of Support to Reconstruction Efforts from the Great East Japan Earthquake	Mid.	A	1	B	8	C	0	D	0		
		Annual	A	4	B	5	C	0	D	0		
		Mid.	A	1	B	6	C	0	D	0		
			(The University) It was carried out as planned.									
			A	0	B	2	C	0	D	0		
		Annual	(The Junior College Division) It was carried out as planned.									
			A	4	B	3	C	0	D	0		
			(The University) It carried out as planned and achieved certain results.									
		Annual	A	0	B	2	C	0	D	0		
			(The Junior College Division) It carried out as planned and achieved certain results.									
Chapter 2 1 (1)	Specific measures for nurturing of IT human resources, etc.		Mid.	A	0	B	4	C	0	D	0	
		Annual	A	2	B	2	C	0	D	0		
		Mid.	A	0	B	3	C	0	D	0		
			(The University) We carried out "Aizu University IT Entrepreneur Development Project" and carried out as planned.									
			A	0	B	1	C	0	D	0		
		Annual	(The Junior College Division) Graduation research seminar. We tried to foster personnel who can tackle the reconstruction task through regional project exercise, and carried out as planned.									
			A	2	B	1	C	0	D	0		
			(The University) Associated organizations including the SLF Council cooperate to implement employment support that connects students of "Female programmer training school" to IT related companies, and will continue to carry out employment support projects for evacuees' IT companies, as planned did.									
		Annual	A	0	B	1	C	0	D	0		
			(The Junior College Division) Graduation research seminar. We tried to foster personnel who can tackle the reconstruction task through regional project exercise, and carried out as planned.									
Chapter 2 1 (2)	Approaches for creation of new industry		Mid.	A	1	B	1	C	0	D	0	
		Annual	A	1	B	1	C	0	D	0		
		Mid.	A	1	B	0	C	0	D	0		
			(The University) Robot Valley Creation Promotion Project was carried out as planned, including research and development of robots through collaboration with robot manufacturers such as Hama-dori region, and information and communication companies.									
			A	0	B	1	C	0	D	0		
		Annual	(The Junior College Division) Promotion of regional industry, promotion of depopulated middle-mountainous areas, revitalization of local communities, etc., as planned, through reconstruction assistance project and collaboration between industry and the public and private sectors with each region.									
			A	1	B	0	C	0	D	0		
			(The University) We held a robot symposium (May, March) as the final year of the Aizu University Robot Valley Creation Promotion Project, and carried out as planned, including presenting research results and forming a research and development community.									
		Annual	A	0	B	1	C	0	D	0		
			(The Junior College Division) We held the "Small Yellow Letter Project Tying Fukushima, Aichi, Ukraine" as a reconstruction support project by our faculty									

Chapter 2 1 (3)	Smooth operation of University of Aizu Revitalization Center	Mid.	A	0	B	3	C	0	D	0			
		Annual	A	1	B	2	C	0	D	0			
		Mid.	A	0	B	3	C	0	D	0			
			(The University) In addition to placing two full-time faculty members at the Reconstruction Support Center, we implemented a new human resource development project, and carried out as planned.										
			A	0	B	0	C	0	D	0			
			(The Junior College Division) -										
		Annual	A	1	B	2	C	0	D	0			
			(The University) In doing technical consultation and exchange of opinions from companies, we tried various collaborations, including seeking participation from the University of The University of Aizu participating in the project, and carried out 367 AOl conferences in FY2009 as planned, etc.										
			A	0	B	0	C	0	D	0			
			(The Junior College Division) -										
Chapter 2 2	Measures for Achievement of Goals regarding Utilization of IT to Support the Quake Restoration	Mid.	A	0	B	3	C	0	D	0			
		Annual	A	0	B	3	C	0	D	0			
		Mid.	A	0	B	3	C	0	D	0			
			(The University) It was carried out as planned.										
			A	0	B	0	C	0	D	0			
			(The Junior College Division) -										
		Annual	A	0	B	3	C	0	D	0			
			(The University) It carried out as planned and achieved certain results.										
			A	0	B	0	C	0	D	0			
			(The Junior College Division) -										
Chapter 2 2 (1)	Support for health surveys, etc. from IT perspectives	Mid.	A	0	B	1	C	0	D	0			
		Annual	A	0	B	1	C	0	D	0			
		Mid.	A	0	B	1	C	0	D	0			
			(The University) At the prefectural health survey conducted by Fukushima Medical University, etc., in order to manage data that the prefectural people are entrusted with safety and security, we advised on system development and security countermeasures assuming crisis management, etc., as planned.										
			A	0	B	0	C	0	D	0			
			(The Junior College Division) -										
		Annual	A	0	B	1	C	0	D	0			
			(The University) In close cooperation with the prefectural medical university, we implemented as planned, including participating in the study group based on the significance of data management.										
			A	0	B	0	C	0	D	0			
			(The Junior College Division) -										

Chapter 2 2 (2)	Approaches for creation of new industry	Mid.	A	0	B	2	C	0	D	0			
		Annual	A	0	B	2	C	0	D	0			
		Mid.	A	0	B	2	C	0	D	0			
			(The University) As a supplementary project of the Ministry of Education, Culture, Sports, Science and Technology “Regional Innovation Strategy Support Program”, we carried out research as planned, including smart grid information infrastructure.										
			A	0	B	0	C	0	D	0			
			(The Junior College Division) -										
		Annual	A	0	B	2	C	0	D	0			
			(The University) We carried out as planned, including showing the results of the research on the “Strategic Innovation Creation Program” of the Cabinet Office “Strengthening the Resilient Disaster Prevention and Reduction Function” with the Fukushima prefecture general disaster prevention drill in August, Heisei 28.										
			A	0	B	0	C	0	D	0			
			(The Junior College Division) -										
Chapter 2 3	Measures for Achievement of Goals regarding Collaboration and Cooperation in Provision of Support to Reconstruction	Mid.	A	1	B	1	C	0	D	0			
		Annual	A	1	B	1	C	0	D	0			
		Mid.	A	1	B	0	C	0	D	0			
			(The University) It was carried out as planned.										
			A	0	B	1	C	0	D	0			
			(The Junior College Division) It was carried out as planned.										
		Annual	A	1	B	0	C	0	D	0			
			(The University) It carried out as planned and achieved certain results.										
			A	0	B	1	C	0	D	0			
			(The Junior College Division) It carried out as planned and achieved certain results.										
Chapter 3	Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Mid.	A	9	B	65	C	1	D	0			
		Annual	A	10	B	62	C	2	D	0			
		Mid.	A	3	B	38	C	1	D	0			
			(The University) It was carried out as planned.										
			A	6	B	27	C	0	D	0			
			(The Junior College Division) It was carried out as planned.										
		Annual	A	3	B	37	C	2	D	0			
			(The University) It carried out as planned and achieved certain results.										
			A	7	B	25	C	0	D	0			
			(The Junior College Division) It carried out as planned and achieved certain results.										

Chapter 3 1	Measures for Achievement of Goals regarding Improvement of Administrative Operation and Effectiveness	Mid.	A	0	B	18	C	0	D	0		
		Annual	A	0	B	18	C	0	D	0		
		Mid.	A	0	B	11	C	0	D	0		
			(The University) It was carried out as planned.									
			A	0	B	7	C	0	D	0		
		Annual	(The Junior College Division) It was carried out as planned.									
			A	0	B	11	C	0	D	0		
			(The University) It carried out as planned and achieved certain results.									
		Annual	A	0	B	7	C	0	D	0		
			(The University) It carried out as planned and achieved certain results.									

Chapter 3 1 (1)	Measures for achievement of goals for improvement of organizational operation	Mid.	A	0	B	12	C	0	D	0		
		Annual	A	0	B	12	C	0	D	0		
		Mid.	A	0	B	8	C	0	D	0		
			(The University) In addition to hiring corporate staff systematically, we implemented the staff English class to improve the English proficiency of the staff, and carried out as planned.									
			A	0	B	4	C	0	D	0		
		Annual	(The Junior College Division) In order to thoroughly inform the manual such as ordering teachers, we achieved compliance training and accomplished as planned.									
			A	0	B	8	C	0	D	0		
			(The University) Employment of specific project supporters with specialized knowledge and experience, and implementation of English classes for improving the English proficiency of the staff were carried out as planned.									
		Annual	A	0	B	4	C	0	D	0		
			(The Junior College Division) Implemented as planned, including thorough dissemination of manuals such as ordering teachers, reviewing as necessary, and improving efficiency of execution of research funds etc.									
Chapter 3 1 (2)	Measures for achievement of goals regarding improvement of effectiveness and practicality of administrative work	Mid.	A	0	B	6	C	0	D	0		
		Annual	A	0	B	6	C	0	D	0		
		Mid.	A	0	B	3	C	0	D	0		
			(The University) Conducted regular meetings by executive staff of the secretariat towards efficient and rational execution of clerical work, consideration of outsourcing, consolidation of conferences, paperlessization, improvement of academic system, etc., as planned.									
			A	0	B	3	C	0	D	0		
		Annual	(The Junior College Division) In order to thoroughly inform the manual such as ordering teachers, we implemented compliance training and carried out as planned.									
			A	0	B	3	C	0	D	0		
			(The University) In addition to strengthening cooperation with other organizations, such as reporting the activity status of the Global Headquarters Promotion Headquarters at the department manager's meeting, we plan to rethink the system of implementation from the fiscal year ending March 31, 2010, promote efficiency and rationalization of administrative work It was carried out as									
		Annual	A	0	B	3	C	0	D	0		
			(The Junior College Division) At meetings such as faculty meetings, we carried out deliberation by e-mail and paperless meeting management, such as reducing time, reducing administrative processing, and reducing expenses, as planned.									

Chapter 3 2	Measures for Achievement of Goals regarding Improvement of Financial Affairs	Mid.	A	3	B	7	C	0	D	0			
		Annual	A	2	B	7	C	1	D	0			
		Mid.	A	1	B	6	C	0	D	0			
			(The University) It was carried out as planned.										
			A	2	B	1	C	0	D	0			
		Annual	(The Junior College Division) It was carried out as planned.										
			A	1	B	5	C	1	D	0			
			(The University) It carried out as planned and achieved certain results.										
		Annual	A	1	B	2	C	0	D	0			
			(The University) It carried out as planned and achieved certain results.										
Chapter 3 2 (1)	Specific measures regarding growth of self-generated income, including external research funds and other revenue	Mid.	A	2	B	5	C	0	D	0			
		Annual	A	1	B	5	C	1	D	0			
		Mid.	A	1	B	4	C	0	D	0			
			(The University) At meetings such as faculty meetings, we carried out deliberation by e-mail and paperless meeting management, such as reducing time, reducing administrative processing, and reducing expenses, as planned.										
			A	1	B	1	C	0	D	0			
		Annual	(The Junior College Division) In addition to providing information on open funded external funds to teachers from time to time, we held information briefing sessions on grants for scientific research grants, etc. We also assisted the application and urged active application. It was carried out as planned.										
			A	1	B	3	C	1	D	0			
			(The University) Implemented as planned, such as coordinating and organizing the acceptance system of donation (student support money) mainly by private enterprises in the area among related parties.										
		Annual	A	0	B	2	C	0	D	0			
			(The Junior College Division) In addition to providing information on open funded external funds to teachers from time to time, we held information briefing sessions on grants for scientific research grants, etc. We also assisted the application and urged active application. It was carried out as planned.										
Chapter 3 2 (2)	Specific measures regarding economization of expenses	Mid.	A	1	B	2	C	0	D	0			
		Annual	A	1	B	2	C	0	D	0			
		Mid.	A	0	B	2	C	0	D	0			
			(The University) Although it was not a reduction in expenses due to the impact of soaring unit prices, we will work on energy conservation and resource conservation measures based on our environmental policy and environmental targets, investigate and analyze the situation of the efforts, make improvements. We implemented as planned, including achieving greater power consumption reduction.										
			A	1	B	0	C	0	D	0			
		Annual	(The Junior College Division) We made efforts to “visualize” the power-saving awareness to increase, such as sending “power-saving news” via e-mail and posting the power saving status in a graph. It was able to be achieved exceeding the target.										
			A	0	B	2	C	0	D	0			
			(The University) Every quarter, we carried out the plan as planned, including survey and analysis of concrete action items and energy consumption based on environmental policy for faculty staff, students, facility residents.										
		Annual	A	1	B	0	C	0	D	0			
			(The Junior College Division) In addition to developing a power saving action plan, I participated in the Fukushima Protocol project and worked on the whole school. As a result of periodic e-mail distribution of “energy-saving news” and posting of power-saving status graphs, etc., so as to raise awareness of energy saving, we achieved results far exceeding the target.										

Chapter 3 3	Measures for Achievement of Goals regarding Internal Investigations and Evaluations, and Provision of Information	Mid.	A	1	B	13	C	0	D	0			
		Annual	A	2	B	12	C	0	D	0			
		Mid.	A	0	B	7	C	0	D	0			
			(The University) It was carried out as planned.										
			A	1	B	6	C	0	D	0			
			(The Junior College Division) It was carried out as planned.										
		Annual	A	0	B	7	C	0	D	0			
			(The University) It carried out as planned and achieved certain results.										
			A	2	B	5	C	0	D	0			
			(The Junior College Division) It carried out as planned and achieved certain results.										

Chapter 3 3 (1)	Measures for achievement of goals regarding improvement of evaluations	Mid.	A	1	B	7	C	0	D	0			
		Annual	A	1	B	7	C	0	D	0			
		Mid.	A	0	B	4	C	0	D	0			
			(The University) In addition to conducting self-inspection and evaluation, we gathered information on evaluation practices by certification evaluation agencies, third-party evaluations by certification evaluation agencies, etc., as planned.										
			A	1	B	3	C	0	D	0			
			(The Junior College Division) We conducted class evaluations by students, implemented necessary improvements on the content of the lessons, and carried out as planned.										
		Annual	A	0	B	4	C	0	D	0			
			(The University) Performed as planned, including compilation of work results, implementation of self-inspection and evaluation, grasp of research activities and results report, preparation of inspection / evaluation report for acceptance of third party certification assessment.										
			A	1	B	3	C	0	D	0			
			(The Junior College Division) We conducted class evaluations by students, implemented necessary improvements on the content of the lessons, and carried out as planned.										

Chapter 3 3 (2)	Specific measures for promotion of disclosure and transmission of information	Mid.	A	0	B	6	C	0	D	0			
		Annual	A	1	B	5	C	0	D	0			
		Mid.	A	0	B	3	C	0	D	0			
			(The University) The university official website was implemented as planned, including aiming to increase volunteers, renewal to make it suitable for browsing with smartphones, etc.										
			A	0	B	3	C	0	D	0			
			(The Junior College Division) In addition to making extensive efforts to verify the contents of the website timely, the department of social welfare has launched a departmental website for returning the contents of the department of early childhood education department and the contents of education / research of the department to the area. It was carried out as planned.										
		Annual	A	0	B	3	C	0	D	0			
			(The University) Implementation of website workers training sessions, website measurement effect analysis, refurbishment, effective sending of information by official SNS, as planned.										
			A	1	B	2	C	0	D	0			
			(The Junior College Division) We will update the "Research Seeds Collection", "Dispatched Lecturers Introduction / Course List" and distribute them to relevant organization organizations, etc. and publish all of the above, including the "Business Activity Report" of the Regional Revitalization Center on the Web . Carried out as planned.										

Chapter 3 4	Specific Measures for Achievement of Important Goals regarding Other Business Operation	Mid.	A	5	B	27	C	1	D	0			
		Annual	A	6	B	25	C	1	D	0			
		Mid.	A	2	B	14	C	1	D	0			
			(The University) It was carried out as planned.										
			A	3	B	13	C	0	D	0			
		Annual	(The Junior College Division) It was carried out as planned.										
			A	2	B	14	C	1	D	0			
			(The University) It carried out as planned and achieved certain results.										
		Annual	A	4	B	11	C	0	D	0			
			(The Junior College Division) It carried out as planned and achieved certain results.										
Chapter 3 4 (1)	Measures for achievement of goals regarding compliance	Mid.	A	0	B	2	C	0	D	0			
		Annual	A	0	B	2	C	0	D	0			
		Mid.	A	0	B	1	C	0	D	0			
			(The University) We regularly made awareness about the content of the Code of Conduct and implemented thorough compliance as planned.										
			A	0	B	1	C	0	D	0			
		Annual	(The Junior College Division) We thoroughly disseminated the Code of Conduct and conducted internal audits. It achieved as planned.										
			A	0	B	1	C	0	D	0			
			(The University) At the Faculty Meeting and Bureau Chiefs' Meeting at the beginning of the year, he explained about compliance with the Aizu University Code of Conduct, and in December all staff members were notified by e-mail to ensure thoroughness. Also, as stipulated in the plan, we strictly advised at the faculty meeting etc. about the strict maintenance of discipline discipline.										
		Annual	A	0	B	1	C	0	D	0			
			(The Junior College Division) We implemented thoroughly and thoroughly on the Code of Conduct and conducted internal audits and carried out as planned.										
Chapter 3 4 (2)	Measures for achievement of goals regarding maintenance and utilization, etc. of facilities and equipment	Mid.	A	3	B	10	C	0	D	0			
		Annual	A	3	B	9	C	0	D	0			
		Mid.	A	1	B	6	C	0	D	0			
			(The University) We conducted inspections, repairs and renewal of facilities and equipment as planned, and achieved as planned.										
			A	2	B	4	C	0	D	0			
		Annual	(The Junior College Division) Based on the facility long-term maintenance plan, we completed renewal of the transformer, and accomplished as planned.										
			A	1	B	6	C	0	D	0			
			(The University) Implemented as planned, including planned renovation work on the roof of the building on the south ridge and renewal work on the energy center uninterruptible power supply.										
		Annual	A	2	B	3	C	0	D	0			
			(The Junior College Division) We carried out as planned, including investigating deterioration situation according to inspection by maintenance managers and maintaining facilities facilities.										

Chapter 3 4 (3)	Measures for achievement of goals regarding healthcare and safety management	Mid.	A	1	B	10	C	1	D	0				
		Annual	A	1	B	10	C	1	D	0				
		Mid.	A	0	B	5	C	1	D	0				
			(The University) We started a stress check from FY2008, implemented the system to maintain the health of faculty and staff, and carried out as planned.											
			A	1	B	5	C	0	D					
			(The Junior College Division) In addition to calling for medical check-ups, fire drill and disaster prevention drills were carried out. It was carried out as planned.											
		Annual	A	0	B	5	C	1	D	0				
			(The University) For everyone seeking consultation, we actively promote enlightenment, such as calling for consultation at e-mails, conferences, etc. on medical examination date and preliminary day. It was carried out as planned.											
			A	1	B	5	C	0	D	0				
			(The Junior College Division) In addition to calling for medical checkups, we implemented firefighting and disaster prevention drills, and carried out as planned.											

Chapter 3 4 (4)	Measures for achievement of goals for maintenance and utilization of communication infrastructure	Mid.	A	1	B	5	C	0	D	0				
		Annual	A	2	B	4	C	0	D	0				
		Mid.	A	1	B	2	C	0	D	0				
			(The University) Based on the latest information technology, we carried out update of computer network system and development of software. It was carried out as planned.											
			A	0	B	3	C	0	D	0				
			(The Junior College Division) Implemented the entrance examination system and the academic system accompanying the establishment of department of early childhood education. It was carried out as planned.											
		Annual	A	1	B	2	C	0	D	0				
			(The University) In the update of the computer system 2 in April, Heisei 20, we implemented as planned, including virtualization of the main server, improvement of fault tolerance, efficiency of system operation, energy saving.											
			A	1	B	2	C	0	D	0				
			(The Junior College Division) We carried out the plan as planned, such as continuing stable operation while closely working with system suppliers for network / server / information equipment.											

Tot.	Mid.	A	36	B	186	C	3	D	0	225
The University		A	16	B	126	C	2	D	0	144
The Junior College Division		A	20	B	60	C	1	D	0	81
Tot.	Annual	A	44	B	173	C	4	D	0	221
The University		A	24	B	116	C	3	D	0	143
The Junior College Division		A	20	B	57	C	1	D	0	78

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION																											
					Status of Achievement and Reasons								Evaluation																			
Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A	25	B	109	C	2	D	0	MID-TERM	ANNUAL																	
	1. Measures for Achievement of Goals regarding Education		1. Measures for Achievement of Goals regarding Education		ANNUAL	A	29	B	102	C	2	D	0																			
	(1) Measures for achievement of goals regarding admission and entrance examination systems		(1) Measures for achievement of goals regarding admission and entrance examination systems		MID-TERM	A	12	B	69	C	2	D	0																			
					ANNUAL	A	15	B	65	C	2	D	0																			
					MID-TERM	A	3	B	4	C	0	D	0																			
ANNUAL	A	3	B		3	C	0	D	0																							
A (i)	The University of Aizu The Undergraduate Program	A (i)	The University of Aizu The Undergraduate Program																													
a	For recruitment of students meeting the University's Admission Policy, review and improve the admission methods on a continuing basis. And also, as a part of Top Global University Project*, introduce new admission methods. *Top Global University Project; The Top Global University Project is a MEXT's project that aims to increase the international viability and competitiveness of Japanese universities by providing focused support to top-level universities with world-wide appeal, and to universities that drive internationalization in Japanese society, both of which are promoting full-fledged globalization through collaboration with excellent overseas universities and their own institutional reform. The UoA was selected for the "Type B: Globalization Driver" category.			1 SAD 【SRS】	(Summary of Implementation Status from FY 2012 to FY 2016) In order to secure excellent students who, satisfy our admission policy, we proactively engaged in more effective PR activities including PR Sessions of UoA held across the prefecture and elsewhere, off-campus lectures, high-school visits, web ads and Open Campus, based on the investigation/analysis/assessment made on the results of last academic year's admission exams, questionnaire survey to applicants, and other universities' admission systems. Further, we established a new admission exam category which utilizes five subjects (seven exams). We also newly established Kyoto Venue to secure applicants of western Japan. As a result, applicant count is increasing. *Pass rate (General Category) <table><tr><td>AY2013 admission</td><td>AY2014 admission</td><td>AY2015 admission</td><td>AY2016 admission</td><td>AY2017 admission</td></tr><tr><td>4.1to1</td><td>4.1to1</td><td>4.5to1</td><td>5.7to1</td><td>6.0to1</td></tr></table> Moreover, as a form of the Super Global University Creation Support Project, ICT Global Program All-English Course and its various admission systems for recruiting excellent international students were established.								AY2013 admission	AY2014 admission	AY2015 admission	AY2016 admission	AY2017 admission	4.1to1	4.1to1	4.5to1	5.7to1	6.0to1	(Achievement Level of Mid-term Plans) We reviewed the existing method of admission and established a new admission exam related to SGU project. As such, we conclude that the plans are achieved.									
AY2013 admission	AY2014 admission	AY2015 admission	AY2016 admission	AY2017 admission																												
4.1to1	4.1to1	4.5to1	5.7to1	6.0to1																												
		a	The Admission Center will investigate, analyze and evaluate results of previous year's entrance examination, other universities' admission systems and questionnaires to the applicants, etc. Afterwards, we will continue to discuss admission selection methods, taking into account efforts being made to replace the current National Center Test with a new entrance examination system. Further, in regards to the ICT Global Program All-English Course* for which recruitment will start in FY2016, investigate, analyze, and evaluate the results of the entrance examination in order to optimize the entrance selection method for the course. * ICT Global Program All-English Course: An Undergraduate school course in which students can complete taking both general education course and specialized course only in English from the first year.		(FY 2017 Implementation Status) We worked to settle the following selection methods introduced in FY2016. (1) Addition of the new exam category Based on the situation of national and public universities and opinions from the association of high-school principals of Fukushima prefecture, we introduced a type of admission which requires applicants to take five subjects (seven exams) of the center exam. □ Applicants: 112 (Admission capacity: 36, Pass rate: 3.1 to 1) *Existing-type exam (using one science subject of the center exam) Applicants: 852 (Admission capacity: 138, Pass rate: 6.2 to 1) (2) Establishment of additional exam venue for general admission In order to increase the number of applicants of western Japan, Kyoto Venue (Kyoto University of Foreign Studies) was newly established. □ Applicants: 187 (Aizu venue: 387, Tokyo venue: 390) (3) Implementation of ICT Global All-English Program Admission Exam We introduced and implemented three exams (General Admission, Advanced-standing Admission and Special Admission) by referring to the circumstances of other universities, etc. □ Applicants: Five for general admission, nine for advanced standing admission and eight for special admission) In addition, the following are implemented; - The Admission Center Steering Meeting (one time) - Round-table conference with high-school principals of Fukushima Prefecture (Oct. 5, 2017) Hearing survey from high-school teachers responsible for career guidance (via high school visits, phone, etc.)																											

b	In order to attract more prospective students to the University, promote effective and systematic PR activities under the initiative of “Admission Center” of the University, through diverse approaches, including timely updates of relevant web pages, proactive attendance at university fairs, off-campus lectures by our faculty for high school students, and UoA Open Campus, etc.	2 SAD 【SRS】	(Summary of Implementation Status from FY 2012 to FY 2016) We strove to provide various information mainly through web ads targeting to students who are interested in the UoA. We conducted efficient and effective high-school visits by narrowing the target region and high schools based on the analysis on the past exam results, etc. At the same time, we developed potential high schools of western Japan, an area where we have taken relatively less measures with. We also proactively participated in university fairs, etc. organized by private companies offering academic support services, etc. Regarding off-campus lectures, we responded to the requests for dispatch of faculty members to the extent possible, as well as providing teaching support to each high school. We introduced new attempts for Open Campus to gain more participants such as giving free gifts for visitors who wrote about the Open Campus on social media. In addition, we utilized “Homecoming Reporter System” and dispatched our students to homeroom teachers and those in charge of career instruction in the high schools they graduated from that they had belonged to, so that they provide information on the UoA. (FY 2017 Implementation Status) We kept going with the existing activities. PR activities were proactively conducted based on the plans, mainly focusing on participation in the university fairs and high school visits. As a result, we maintained a high-standard for the number of applicants to the recommendation-based admission. Although the number of applicants to the general admission did not reach the last academic year's record which was the highest number since the incorporation of the UoA, there were 964 applicants for this category. [PR Session of UoA] - 59 times (59 times in FY2016) - The number of consultants: 286 [Off-campus Lectures] - 35 times The number of faculty members dispatched: 35 in total (actual number: 20) (FY2016: 37 times, 19 members) [Open Campus] - Consultations with applicants on admissions, counseling by UoA students on taking exam - The number of visitors: 1,245 (FY2016: 918) [High School Visits] - The number of high schools we visited: 219 in total (FY2016: 211) - The number of high schools that UoA students visited: 12 in total (FY2016: 11)	(Achievement Level of Mid-term Plans) The competition rate keeps its rising trend. Therefore, we conclude that we made higher achievements than expected in the plans.																										
	b			In order to steadily secure more applicants, we will develop effective promotional activities using visits to high schools inside/outside Fukushima, social media sites, and more tightly targeted internet advertisements. This will be in addition to attendance at university fairs, conduction of off-campus lectures, and organization of the UoA Open Campus. At the same time, the update of the homepage and the campus guide pamphlets will be actively utilized as part of promotional activities for the UoA.																										
(ii)	The Graduate School (Master's Program)	(ii)	The Graduate School (Master's Program)			A	A																							
a	Recruit excellent international students, including those from academic exchange partner universities and those supported by government's scholarship. At the same time, promote the recruitment activities domestically.	3 SAD 【SRS】	(Summary of Implementation Status from FY 2012 to FY 2016) We made efforts to secure excellent international students by utilizing relevant programs. At the same time, measures were taken to increase the number of UoA graduates advancing to the UoA graduate school. Also, efforts were made to secure applicants from outside the UoA, including students of technical colleges, etc. As the result, the number of admitted students, once dropped, however, showed an increase. *The number of admitted master's students () : the number of foreign students <table><tr><td></td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr><tr><td>autumn entrance</td><td>58(6)</td><td>51(2)</td><td>44(2)</td><td>69(10)</td><td>67(8)</td></tr><tr><td>spring entrance</td><td>15(8)</td><td>12(11)</td><td>21(17)</td><td>12(11)</td><td>12(8)</td></tr><tr><td>total</td><td>73(14)</td><td>63(13)</td><td>65(19)</td><td>81(21)</td><td>79(16)</td></tr></table> (FY 2017 Implementation Status) We made efforts to secure excellent international students by utilizing national scholarship programs and collaborative agreements with partner universities through Dual Degree Program, etc. As a result, the number of students admitted to the master's program was 11 in AY2017 fall, and 53 in AY2018 spring. (Of that number of foreign student 0)		2013	2014	2015	2016	2017	autumn entrance	58(6)	51(2)	44(2)	69(10)	67(8)	spring entrance	15(8)	12(11)	21(17)	12(11)	12(8)	total	73(14)	63(13)	65(19)	81(21)	79(16)	(Achievement Level of Mid-term Plans) The mid-term plans have been implemented as scheduled so far.		
				2013	2014	2015	2016	2017																						
autumn entrance	58(6)	51(2)	44(2)	69(10)	67(8)																									
spring entrance	15(8)	12(11)	21(17)	12(11)	12(8)																									
total	73(14)	63(13)	65(19)	81(21)	79(16)																									
a	Strive to recruit excellent international students by making further use of the national government's scholarship programs and through collaboration with academic exchange partner universities through the UoA Dual Degree Program, etc. At the same time, activities to secure students domestically primarily from National Technical Colleges. will be carried out.					B	B																							

b	Build and implement curriculum that will increase our undergraduate students' motivation to proceed to our graduate school. Support students to complete "Early Admission System" and the Program of the Undergraduate and Master's Programs for Five Years through Integration of the Two Programs" systematically and smoothly making good use of the Honors Program of "Top Global University Program".	4 SAD 【AAS】 【SRS】	(Summary of Implementation Status from FY 2012 to FY 2016) In order to improve the educational consistency of undergraduate and graduate schools, we reformed the graduate school's quarter system, allocating eight weeks to each quarter equally. We formulated the curriculum following the decision to introduce the quarter system in the undergraduate school in AY2016. Further, we provided students with information about the Undergraduate-Master's five-year integrated program through various opportunities. Meanwhile, we provided scholarship to the students accepted for the program during their master's enrollment. In order to foment students' consciousness toward advancing to the graduate school, we provided students with relevant information and explanations through lectures, etc. from their first year of undergraduate school. At the same time, we organized Graduate School Information Fair to provide them more concrete information. We had our Master's students to participate in the fair and conduct poster sessions, as well as alumni (OBs) to talk about the significance of advancing to the graduate school, based on their own experiences. *The number of students in the Undergraduate-Master's five-year integrated program <table><tr><td></td><td>programA</td><td>programB1</td><td>programB2</td><td>total</td></tr><tr><td>AY2012</td><td>3</td><td>-</td><td>-</td><td>3</td></tr><tr><td>AY2013</td><td>4</td><td>1</td><td>2</td><td>7</td></tr><tr><td>AY2014</td><td>1</td><td>1</td><td>1</td><td>3</td></tr><tr><td>AY2015</td><td>3</td><td>2</td><td>4</td><td>9</td></tr><tr><td>AY2016</td><td>3</td><td>1</td><td>3</td><td>7</td></tr></table> Program A: Four-year undergraduate program + one year master's program Program B1: Withdrawal at the 3rd-year of undergraduate program + two-year master's program Program B2: Graduation from the undergraduate program at the 3rd-year + two-year master's program		programA	programB1	programB2	total	AY2012	3	-	-	3	AY2013	4	1	2	7	AY2014	1	1	1	3	AY2015	3	2	4	9	AY2016	3	1	3	7	(Achievement Level of Mid-term Plans) The mid-term plans have been implemented as scheduled so far.
	programA		programB1	programB2	total																													
AY2012	3	-	-	3																														
AY2013	4	1	2	7																														
AY2014	1	1	1	3																														
AY2015	3	2	4	9																														
AY2016	3	1	3	7																														
b	In order to build awareness of the significance of further education, we will actively provide information to undergraduate students from their first year during lectures, career guidance, etc. At the same time, provide opportunities for parents and guardians to gain understanding of advancement to graduate school. In addition, further in-depth investigations will be made into the efficient and effective transition of the Integrated Five-Year Undergraduate and Master's Program to the Honor's Program within the SGU project. Investigations aimed at the early implementation of this transition will also be conducted.	(FY 2017 Implementation Status) (1) In order to foment students' consciousness toward further education at graduate school, Graduate School Information Fair was held twice. We had our Master's students to participate in the fair and conduct poster sessions, as well as alumni (OBs) to talk about the significance of advancing to the graduate school, based on their own standpoint and experience. [Graduate School Information Fair] - Date: Jul. 5 and Nov. 10, FY2017 - Participants: approx. 40 (2) Regarding the Undergraduate-Master's Five-year Program, eight students were certified for Program A (including four students in the ICTG program), four students were certified for Program B1 and eight were certified for Program B2. There were a total of 20 students certified for the program, which is a large increase compared to the last academic year. (3) We proactively explained the necessity and benefits of further education at graduate school and provided information on the Five-year Program to students in the "Introduction to Computer Science and Engineering" classes for 1st-year undergraduates and carrier guidance for 3rd -year undergraduates, as well as to their guardians in Open Campus and Campus Festivals. <table><tr><td></td><td>programA</td><td>programB1</td><td>programB2</td><td>total</td></tr><tr><td>AY2017</td><td>8</td><td>4</td><td>8</td><td>20</td></tr></table>		programA	programB1	programB2	total	AY2017	8	4	8	20																						
	programA	programB1	programB2	total																														
AY2017	8	4	8	20																														
B	The Junior College	B	The Junior College			B	B																											

(i)	In order to recruit excellent students, widely announce and publicize the admission policy while reviewing and improving PR activities such as high school visits by faculty, explanatory meetings for admissions, and open campus events, etc. and advertisement tools such as the College's brochure, website and PR magazines, etc.		5 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) (a-1) Our admission policy was widely publicized through promotional activities such as high-school visits, PR session and Open Campus. Promotional aid tools such as Campus Guide and website were also utilized. (a-2) We made improvements on Campus Guide and enhanced the content of the official website of JCD. Holding of Open Campus was increased to three times a year from FY2015 (June, August and October). We utilized advertising media such as "LINE", TV ads and newspaper ads to publicize the holding of the event to wide range of targets including applicants living outside Fukushima prefecture. (a-3) Upon high-school visits by faculty members, the trend of applicants was investigated and verified. In FY2016, we visited 175 high schools (inside the prefecture: 75, outside the prefecture: 100), which has increased from previous years. With the results of questionnaire survey to applicants, we recognized the importance of the official website and face-to-face interviews with high-school teachers responsible for carrier guidance. In collaboration with the publicity committee, we enhanced PR activities on website to advertize Open Campus, etc. The number of applicants has recovered from a decrease after disaster.	(Achievement Level of Mid-term Plans) In collaboration with the Admissions and Publicity Center established in FY2017, we widely announced/publicized our admission policy, conducted PR activities including high-school visits, Carrier Fair and Open Campus, fully revised the Campus Guide for the two consecutive years, verified the effectiveness of promotional tools including website and PR magazines and improved/enhanced them, and have been working to secure excellent new students. As such, the plans were achieved.		
					(FY 2017 Implementation Status) (a-1) We announced/publicized our admission policy through campus guide and promotional tools including the university website. (a-2) We revised Campus Guide consecutively from last year, so that readers can find desired information about our college more easily. We checked up the official website and enhanced its content so that visitors can easily access the information related to Open Campus and admission from the top page. We held Open Campus three times a year in June, August and October. We utilized advertising media including "LINE", TV ads and newspaper ads to publicize the event to wide range of targets including applicants living outside the prefecture. (a-3) The questionnaire survey to applicants revealed the importance of having face-to-face interviews with high-school teachers responsible for carrier guidance. In collaboration with the Publicity Committee, we revised Campus Guide and discussed/implemented the measures to effectively advertize the information regarding Open Campus, etc. on the JCD website. At high-school visits by faculty members, they also investigated and verified the trend of applicants. We conducted high-school visits in 160 schools (74 for inside prefecture, 86 for outside prefecture).			
(ii)	Establish an Admissions and Publicity Center (tentative name) to promote work for publicity and admission in a comprehensive manner.		6 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) The Admissions and Publicity Center Preparation Committee was established in FY2012. In FY2016, we secured budget for hiring dedicated staff member(s) for activities of the Admissions and Publicity Center (tentative name). Towards the establishment of the center, we discussed the concrete contents including the framework of the center, its systems, duties, etc.	(Achievement Level of Mid-term Plans) We established the Admissions and Publicity Center. This enables us to promote the admission-related duties and PR duties in a comprehensive manner. As such, the plans were achieved.	A	A
					(FY 2017 Implementation Status) 5-(a-1)-Combined with		B	-

(iii)	Review the current selection methods for improvement.	(iii) (c-1) Through the freshmen survey and high school visits, review the current admission system and revise it as necessary. Further, review internal admission implementation system in order to make it more accurate and efficient and revise it as necessary. (c-2) Analyze the trends of past applicant selections, and make improvements in the selection methods as necessary. Regarding the new department, Early Childhood Education, review its selection methods and revise it as necessary.	7 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) - We verify the validity of the entrance exam system every year based on the questionnaire survey, reports of the hearing survey conducted at high-school visits, etc. - We improved the system for the appropriate implementation of the entrance examination. - We reviewed the number of slots for Recommendation-based Admission and the school-based recommendation category based on the analysis on the trend of admission examinations. - In accordance with the establishment of a new school (the School of Early Childhood Education), we determined/implemented an appropriate admission examination method. - We promoted the implementation of entrance examinations based on our admission policy. (FY 2017 Implementation Status) (c-1) Through the freshmen survey and high-school visits, we verified the validity of our current admission system. We had all departments to confirm the admission policy at interview. In order to prepare the exam questions accurately and effectively, we summarized the preparation process (from making questions to printing) into the implementation guideline as we did last academic year. We also specified the roles of each faculty member. (iii-2) We discussed about "special recommendation schools" based on the analysis of the past admission examination trend. We discussed how we should deal with the acceptance of disabled individuals at the Admission Committee and the Admissions and Publicity Center, which is established in this academic year.	(Achievement Level of Mid-term Plans) Regarding the method of selecting successful applicants, we established the verification system for the overall selection method. By improving the selection method continuously, we successfully conducted the selection in conformity to our admission policy. As such, the plans were achieved.	B	B
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3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION												
					Status of Achievement and Reasons								Evaluation				
Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A		B		C		D		MID-TERM	ANNUAL		
	1. Measures for Achievement of Goals regarding Education		1. Measures for Achievement of Goals regarding Education		ANNUAL	A		B		C		D					
	(2) Measures for achievement of goals regarding content and achievements of education		(2) Measures for achievement of goals regarding content and achievements of education		MID-TERM	A	0	B	36	C	2	D	0				
					ANNUAL	A	2	B	34	C	2	D	0				
A (i)	A The University of Aizu (i) The Undergraduate Program	A (i)	A The University of Aizu (i) The Undergraduate Program														
a	Improve the existing curriculums on a continuing basis, through so-called "PDCA cycle"* to promote leading-edge education and research and to keep up with advancement in computer science and engineering, development of computer-oriented society, and socio-environmental changes. *PDCA (plan-do-check-act) cycle: A method to smoothly manage production and quality of business activities.			8 SAD [AAS]		(Summary of Implementation Status from FY 2012 to FY 2016) - We proceeded with an extensive review of specialized courses through relaxation of the prerequisites for English courses offered in AY2013, establishment of short-term study abroad courses, and consideration on the introduction of Study Skill Seminar. Further, considering the consecutiveness and consistency of undergraduate and graduate education, we partially introduced the quarter system in 2016 and had discussions toward the complete introduction of the system in AY2018. - We had discussions on the new curriculum that conforms to the IEEE and ACM's Computer Science Curricula 2013, toward its introduction in AY2018. - Regarding the first-year education, we had discussions on the UoA's unique first-year course which is developed from the course "Documentation" being offered in the first and second semesters in 2015, in order to introduce the new course in AY2018. (FY 2017 Implementation Status) - The Academic Affairs Committee and the Faculty Assembly decided at their respective third meetings the introduction of the new curriculum based on the IEEE/ACM Computer Science Curricula 2013 and the quarter system which has the consistency with the graduate school in AY2018. - We decided to introduce the course "Academic Skill" in AY2018 as the UoA's unique first-year course.					(Achievement Level of Mid-term Plans) Regarding the curriculum improvement, we aim at introducing the new curriculum in FY2018 and determined its contents in detail by FY2017.						
		a	Based on the results of offering "Documentation" in AY2015 as a two-semester course as a pilot for freshman education," continue discussion of freshmen education, which is seen as necessary for the UoA. Further, continued discussions aimed at making further improvements will be conducted as discussions of the updated curriculum for AY2016 are carried out. Preparations toward the comprehensive start in 2018 will also be made.														
b-1	Nurture human resources who have both solid skills centering around software and system design and basic knowledge in information and communications, and also have mastered fundamentals of computer science and engineering.			9 SAD [AAS]		(Summary of Implementation Status from FY 2012 to FY 2016) - We had our students to deeply understand the "field (specialized field) and track (course registration model) system". They also deepened their study into the fundamentals of software development that matches the societal needs through Project Based Learning (problem-solving style study) in the classes of "Software Studio" and "Factories for Experiencing Starting Up Ventures". - We shared the concrete proposals for the new curriculum to be installed in AY2018 within the entire university, and asked faculty members for their opinions and comments. After many discussions, we have almost completed a draft of new curriculum which conforms to the "field (specialized field) system" connected to the graduate school.					(Achievement Level of Mid-term Plans) - "Field (specialized field) and track (course registration model) system" provides students with the course registration models necessary for each specialized field of study. By utilizing those models for taking courses, students can acquire knowledge and skills. We provided the curriculum which enables first and second year students to study mainly about the fundamental knowledge, and deepen their own expertise by assigning them to laboratory and track when advancing to their third year.					B	B

		b-1	Discuss an education system centered around a Field (area of specialization) System linked with the Graduate School that allows the development of individuals who meet the needs of society by allowing students to acquire practical knowledge and skills in a systematic manner.		(FY 2017 Implementation Status) - Continued from FY2016, we shared the proposals on the new curriculum starting from AY2018 within the entire university and had discussions. The working group considered the course structure which goes with the “field (specialized field) system” connected to the graduate school. - We aim to have students acquire the solid skills centered on software development and system design, and fundamental knowledge of information communications. To this end, we decided to establish the third-year course “comprehensive exercise (software/system)” starting from AY2018, in which students practice what they had learnt in their first and second year.		B	B
b-2	Increase educational effectiveness while continuously improving class activities. For example, enhance TAs’ and SAs’* teaching skills, encourage students to take part in various contests for software education purposes, and make use of small class-based activities and seminar-based activities. *TA (Teaching Assistant): Master’s students who serve as assistants in undergraduate education as a whole *SA (Student Assistants): Junior and senior undergraduate students who serve as assistants in fundamental courses of the Undergraduate School			10 SAD [AAS]	(Summary of Implementation Status from FY 2012 to FY 2016) We offered the communication skill training programs for TAs and SAs to improve their leadership abilities. From 2016, the training has shifted to “lightning talk style” where they learn each other from their real TA/SA experiences, aiming to further improve their instruction skills. (FY 2017 Implementation Status) Continued from 2016, we conducted lightning talk style skill-up training to have TAs/SAs to share their experiences and learn from each other, aiming at further improving their instruction skills.	(Achievement Level of Mid-term Plans) - Especially for exercises, it is necessary to improve TA/SA’s instruction skills as the solid instruction for students directly results in promoting their understanding. As such, we continuously conducted skill-up trainings for TAs/SAs. - We encouraged students to participate in various contests in the courses like “SCCPs” and “Factories for Experiencing Starting Up Ventures” and promoted the interactive classes.	B	B
b-3	b-3. Through Active learning(*1), such as PBL(*2), Flipped Classroom(*3), etc., cultivate students’ abilities to draw up plans and get those plans done. *1) Active learning: Active learning is used to try to enable learners to develop generic skills including cognitive, theoretical social skills, education, knowledge and experience. *2) PBL (Project Based Learning): Problem-solving learning, in which, different from lecture-based learning, learners can tackle with specific problems aiming at their solutions with positive motivation. Students will achieve their own methodology in the process. *3) Flipped Classroom: Students will preview the contents using ICT and then, they will confirm and discuss in the classroom based on what they studied in the preview. Compared to passive learning in knowledge transmission type class, “Flipped Classroom” is more effective educational method to improve students’ perception and communication skills.			11 SAD [AAS]	(Summary of Implementation Status from FY 2012 to FY 2016) - We introduced various teaching methods such as PBL, flipped classrooms and active learning in “Software Studio” and “Factories for Experiencing Starting Up Ventures”. Through those teaching methods, we strove to develop their practical skills. - In order to foster the abilities to solve problems, keep learning over a lifetime, and independently think by themselves, we introduced active learning and encouraged effective class operation. We also set the class observation opportunities, offering faculty members a place to learn each other and exchange their opinions. (FY 2017 Implementation Status) - We continue to aim at fostering students with rich imaginations, entrepreneurial spirit, and the ability to create and implement plans in the real world. At the same time, we implemented active learning and promoted effective classroom management in order to develop students with the passion for lifelong learning, and the ability to think independently. - Further, through the collaboration with other universities based on the second-term enPiT project, we aimed to further develop the abilities to discover challenges and solve problems through problem-solving style learning (PBL).	(Achievement Level of Mid-term Plans) - We introduced the active learning methods such as PBL and flipped classrooms at the classes of “Software Studio”, “Factories for Experiencing Starting Up Ventures”, etc. Through those teaching methods, we put efforts on development of practical skills.	B	B
c-1	Enable students to acquire competence in computer science and engineering, including logical thinking based on knowledge of mathematics and physics, and wide-ranging knowledge in humanities, social sciences, computer ethics and intellectual property. Also, maintain and improve students’ health and physical strength through health and physical education courses, etc. Health and physical strength is an important basis of their campus life. These efforts shall result in nurturing of cheerful and well-rounded students capable of flexible thinking.			12 SAD [AAS]	(Summary of Implementation Status from FY 2012 to FY 2016) We continually instructed students to develop deep-in knowledge of mathematics and physics. At the same time, curriculum advisors and class mentors served a core role in instructing students to take general education and physical education courses in a well-planned manner. As for mathematics (special fundamental course), the minimum number of credits required in each field was increased from AY2016, aiming to settle the knowledge even more. - In AY2013, we started to consider the UoA’s unique first-year course which serves as transitional education for proactive and creative learning as university students. We have made the concrete proposal toward starting the course in 2018.	(Achievement Level of Mid-term Plans) - In general education courses, we introduced the transitional education for acquire the attitude to learn as a university student through the UoA’s unique first-year education course “Documentation”. In addition, through physical activity courses, etc., we strove to help students to develop bright and flexible personality by maintaining/promoting their basic health and physical strength which are the base for living a student life. - We implemented basic education for computer science and engineering for specialized courses.	B	B

		c-1 Create a foundation for logical thinking by deepening students' knowledge of mathematics and physics, which are positioned as specialized fundamental courses. At the same time, curriculum advisors and class mentors will serve a core role in instructing students to take general education and physical education courses in a well-planned manner. Further, continue discussions on starting freshmen education as courses for new students to help them transition from the passive learning in their high school days to the independent and creative learning of university students.		(FY 2017 Implementation Status) We created a foundation for logical thinking by deepening students' knowledge of mathematics and physics, which are positioned as specialized fundamental courses. At the same time, curriculum advisors and class mentors served a core role in instructing students to take general education and physical education courses in a well-planned manner.		B	B																			
c-2	In order to enable students acquire wide-ranging knowledge and high ethical standards required for researchers and engineers in computer science and engineering, improve related courses, such as "Introduction to Computer Science and Engineering" and "Information Ethics."	c-2 Through "Introduction to Computer Science and Engineering" lectures, students will be made aware of how computer science and engineering is related to the real world and how the field is spreading. At the same time, students will acquire diverse viewpoints through lectures by individuals from multiple fields who have been invited from outside of the university. Further, in the course, "Information Ethics," for which the educational content and classroom hours have both been improved, nurture students' abilities to solve problems of information ethics through education of not just legal knowledge related to information but also general knowledge indispensable in an information-centric society.	13 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) In the course "Introduction to Computer Science and Engineering", we invited external lecturers in addition to the UoA faculty members. By having students listen to speeches by experts from various fields of computer science and engineering, they gained useful information for choosing their field when going on to further education, finding jobs, etc. - Considering the importance of "Information Ethics", we increased the number of hours and enhanced its contents to be taught. As such, the number of credit for the course has changed from one credit to two credits. (FY 2017 Implementation Status) Through "Introduction to Computer Science and Engineering" lectures, students were made aware of how computer science and engineering is related to the real world and how the field is spreading. At the same time, students took lectures by individuals from multiple fields who have been invited from outside of the university. Further, in the course "Information Ethics", we offered lectures to provide education of not just legal knowledge related to information but also general knowledge indispensable in an information-centric society, as well as nurturing students' abilities to solve problems of information ethics.	(Achievement Level of Mid-term Plans) Through "Introduction to Computer Science and Engineering" lectures, students were made aware of how computer science and engineering is related to the real world and how the field is spreading. At the same time, students took lectures by individuals from multiple fields who have been invited from outside of the university. Further, in the course "Information Ethics", we offered lectures to provide education of not just legal knowledge related to information but also general knowledge indispensable in an information-centric society, as well as nurturing students' abilities to solve problems of information ethics.																					
c-3	Utilize global cutting-edge teaching materials for advanced computer science and engineering education. In parallel with this, retain the English speaking and writing environment, where several advanced courses in computer science and engineering are given in English, and students are required to write their graduation thesis in English.		14 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) - As students must write their graduation thesis in English, we established the English course to make corrections/instructions on their graduation theses. - We established the TOEIC preparation course aiming to increase the number of students with a score 400 or higher for the beginner's class. The number of students slightly increased from 170 to 180. No. of students who took the TOEIC prep course in AY2015 <table><tr><td></td><td>primary level</td><td>intermediate level</td></tr><tr><td>1st term</td><td>32</td><td>6</td></tr><tr><td>2nd term</td><td>6</td><td>11</td></tr></table> No. of students who took the TOEIC prep course in AY2016 <table><tr><td></td><td>primary level</td><td>intermediate level</td></tr><tr><td>1st term</td><td>89</td><td>9</td></tr><tr><td>2nd term</td><td>11</td><td>1</td></tr></table>		primary level	intermediate level	1st term	32	6	2nd term	6	11		primary level	intermediate level	1st term	89	9	2nd term	11	1	(Achievement Level of Mid-term Plans) In order to learn the latest computer science and engineering, it is necessary to understand the specialized courses offered in English. To do this, students are required to have TOEIC 400 or higher of English ability. The number of students with TOEIC 400 or higher is gradually increasing. We also keep the rule to write graduation theses in English valid.		B	B
	primary level	intermediate level																								
1st term	32	6																								
2nd term	6	11																								
	primary level	intermediate level																								
1st term	89	9																								
2nd term	11	1																								

		c-3	Cultivates students' abilities to read English documents, write internationally viable research papers in English and orally present/defend their research results. In order to do this, offer beginner/intermediate level courses for TOEIC test prep in order to increase students' basic English proficiency and to teach Business English.		(FY 2017 Implementation Status) In order to cultivates students' abilities to read English documents, write internationally viable research papers in English and orally present/defend their research results, we offered beginner/intermediate level courses for TOEIC test prep in order to increase students' basic English proficiency and to teach Business English. 190 students scored 400 or higher, which is the target score for the beginner's class. No. of students who took the TOEIC prep course in AY2017 <table><tr><td></td><td>primary level</td><td>intermediate level</td></tr><tr><td>1st term</td><td>111</td><td>9</td></tr><tr><td>2nd term</td><td>7</td><td>9</td></tr></table>		primary level	intermediate level	1st term	111	9	2nd term	7	9		B	B																				
	primary level	intermediate level																																			
1st term	111	9																																			
2nd term	7	9																																			
c-4	In order to promote practical English education, continuously provide highly professional English language education not only in English language courses, but also in computer science and engineering courses under the leadership of faculty members who are native/native-like speakers of English and also have doctoral degrees (PhD) in relevant computer science and engineering fields, so that students can acquire English language skills to be of practical use for research and development in the field of computer science, as well as in the international business scene. Also, encourage students to take an English language proficiency test, in order to have all students take such a test at least once before graduation.	15 SAD 【AAS】		(Summary of Implementation Status from FY 2012 to FY 2016) The CLR's International faculty members with PhD have been offering systematic and practical English education. At the same time, we aimed to have students acquire the skills of reading, listening, writing and speaking step by step, by having them take those courses from their first year. We encouraged students to take TOEIC, aiming to have all students take the test before graduation. No. of TOEIC taker (Total number of TOEIC takers) <table><tr><td></td><td>1st-year</td><td>2st-year</td><td>3st-year</td><td>4st-year</td></tr><tr><td>AY2012</td><td>246</td><td>23</td><td>225</td><td>38</td></tr><tr><td>AY2013</td><td>244</td><td>13</td><td>175</td><td>37</td></tr><tr><td>AY2014</td><td>255</td><td>14</td><td>173</td><td>17</td></tr><tr><td>AY2015</td><td>241</td><td>15</td><td>169</td><td>21</td></tr><tr><td>AY2016</td><td>222</td><td>7</td><td>113</td><td>30</td></tr></table>		1st-year	2st-year	3st-year	4st-year	AY2012	246	23	225	38	AY2013	244	13	175	37	AY2014	255	14	173	17	AY2015	241	15	169	21	AY2016	222	7	113	30	(Achievement Level of Mid-term Plans) - In order to promote the practical English education, high-level English education was offered primarily by the native English speaking faculty members with PhD. This education allows students to acquire practical English skills applicable to the international research/development of computer and business fields. - We have been encouraging students to take English skill tests, aiming at having all students to take the test before graduation. The ratio of students who took the test among those in their fourth year (as of this academic year) was 97.1%.	B	B
	1st-year			2st-year	3st-year	4st-year																															
AY2012	246	23	225	38																																	
AY2013	244	13	175	37																																	
AY2014	255	14	173	17																																	
AY2015	241	15	169	21																																	
AY2016	222	7	113	30																																	
		c-4	In 1st and 2nd SR English courses, conduct education aiming at teaching students the English they will need in the course of university education. In 3rd and 4th year advanced English courses, encourage students to use English in the field of computer science and engineering and provide a wide range of choices for English courses. Further, encourage all years of students to take the TOEIC test.	(FY 2017 Implementation Status) - In the strongly-recommended English courses for first-year and second-year students, we offered the education aiming at having students acquire the English skills required for studying at the university. As for the third-year and fourth-year English courses, we provided students with the contents necessary for utilizing English in the specialized field of study. - We established the system to mandate students (admitted in AY2018 and after) to obtain TOEIC 400 or higher before they advance to the third year. By doing this, we will make all undergraduates, not all-grades students though, to take the test in the future. . No. of TOEIC taker (Total number of TOEIC takers) <table><tr><td></td><td>1st-year</td><td>2st-year</td><td>3st-year</td><td>4st-year</td></tr><tr><td>AY2017</td><td>248</td><td>10</td><td>119</td><td>28</td></tr></table>		1st-year	2st-year	3st-year	4st-year	AY2017	248	10	119	28		B	B																				
	1st-year	2st-year	3st-year	4st-year																																	
AY2017	248	10	119	28																																	

d-2	In order to promote practical education in collaboration with industry, discuss our alumni's involvement in our educational activities.		17 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) To conduct practical education in collaboration with industry, three alumni were continuously invited as lecturers of the course "Introduction to Computer Science and Engineering". By doing so, we provided students with the opportunities to learn the benefits of further education at graduate school, and learn from alumni's experiences in starting up ventures. Basically, all first-year students took the course. In addition, we invited alumni in the classes of "Basic Knowledge Courses on Starting Up Ventures" and "Software Studio". (FY 2017 Implementation Status) Several alumni were invited to the "Introduction to Computer Science and Engineering" and venture-related courses as lecturers. By providing opportunities to learn hands-on experiences of alumni, students learned the demands that will be placed on them in the real world.	(Status of Achievement of Mid-term Plans) The lectures offered by alumni allow students to learn from alumni's experiences of their undergraduate days. It is important to continue providing such opportunities as it serves as valuable guidepost for the current students. We were able to continue holding the lectures with help of alumni.																																												
		d-2 Invite our alumni working as engineers or researchers at companies, etc. to lectures in various courses, namely in Venture-related courses and Introduction to Computer Science and Engineering				B	B																																										
d-3	Encourage students to take "Information Technology Engineers Examination (ITEE)" and increase the rate of the current University students who have taken ITEE to 50 %. Also, aim to increase the rate of current University students who have passed "Fundamental Information Technology Engineer Examination (FE)" or higher level to 25 %.		18 SAD 【AAS】 【SHWS】	(Summary of Implementation Status from FY 2012 to FY 2016) Prior to the Information Technology Engineers Examination, the intensive course Information Processing Examination Preparatory Course (one credit) was offered. At the Learning Support Office, instruction was given on how to use the self study system "e-learning". By doing so, we created the environment that students can learn information processing. We also encouraged students to obtain licenses as an advantage for finding jobs and a way to have their ICT skills evaluated. In addition, in collaboration with the Support Association, the Skill-up Subsidy was provided to students who passed the Applied Information Technology Engineer Examination or higher-level exams. No. of students registered to the Information Processing Examination Preparatory Course <table><tr><td></td><td>1st term</td><td>2nd term</td></tr><tr><td>AY2012</td><td>77</td><td>12</td></tr><tr><td>AY2013</td><td>22</td><td>16</td></tr><tr><td>AY2014</td><td>55</td><td>11</td></tr><tr><td>AY2015</td><td>56</td><td>4</td></tr><tr><td>AY2016</td><td>33</td><td>18</td></tr></table> Exam-taker ratio against all of the current undergraduates, License-holder ratio, and # of Subsidy Recipients <table><tr><td></td><td>Exam-takers</td><td>License-holders</td><td>Subsidy Recipients</td></tr><tr><td>AY2012</td><td>287(26.1%)</td><td>62(5.6%)</td><td>2</td></tr><tr><td>AY2013</td><td>349(32.3%)</td><td>87(8.0%)</td><td>14</td></tr><tr><td>AY2014</td><td>327(31.0%)</td><td>86(8.2%)</td><td>9</td></tr><tr><td>AY2015</td><td>308(28.9%)</td><td>94(8.5%)</td><td>5</td></tr><tr><td>AY2016</td><td>271(26.4%)</td><td>95(9.3%)</td><td>13</td></tr></table>		1st term	2nd term	AY2012	77	12	AY2013	22	16	AY2014	55	11	AY2015	56	4	AY2016	33	18		Exam-takers	License-holders	Subsidy Recipients	AY2012	287(26.1%)	62(5.6%)	2	AY2013	349(32.3%)	87(8.0%)	14	AY2014	327(31.0%)	86(8.2%)	9	AY2015	308(28.9%)	94(8.5%)	5	AY2016	271(26.4%)	95(9.3%)	13	(Achievement Level of Mid-term Plans) The ratio of students taking the exam has been decreasing year by year. Although the number of license holders has been increasing year by year, it is difficult to achieve the mid-term plan targets for these two items.		
	1st term	2nd term																																															
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		d-3 (a) Offer an intensive course for Information Technology Engineering Examination test taking both in the 1st and 2nd semesters, and award academic credits to students who complete the course. (b) Provide students with an learning-on-demand environment by, for example, by providing instruction at the Office for Learning Support on how to operate and utilize e-learning systems. In order to facilitate acquisition of information technology engineering certificates, make efforts to utilize guidance sessions as opportunities to inform students of relevant information. (c) In cooperation with the University of Aizu Support Association, subsidize skill improvement programs.		(FY 2017 Implementation Status) (a) Prior to the Information Technology Engineers Examination, the intensive course Information Processing Examination Preparatory Course (one credit) was offered. (b) At the Learning Support Office, instruction was given on how to use the self study system “e-learning”. By doing so, we created the environment that students can learn information processing. We also encouraged students to obtain licenses as an advantage for finding jobs and a way to have their ICT skills evaluated. (c) In collaboration with the Support Association, the Skill-up Subsidy was provided to students who passed the Applied Information Technology Engineer Examination or higher-level exams. No. of students registered to the Information Processing Examination Preparatory Course <table><tr><td></td><td>1st term</td><td>2nd term</td></tr><tr><td>AY2017</td><td>34</td><td>13</td></tr></table> 1st term, 2nd term Exam-taker ratio against all of the current undergraduates, License-holder ratio, and No. of Subsidy Recipients <table><tr><td></td><td>Exam-takers</td><td>License-holders</td><td>Subsidy Recipients</td></tr><tr><td>AY2017</td><td>228(21.9%)</td><td>101(9.7%)</td><td>13</td></tr></table>		1st term	2nd term	AY2017	34	13		Exam-takers	License-holders	Subsidy Recipients	AY2017	228(21.9%)	101(9.7%)	13									
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	Exam-takers	License-holders	Subsidy Recipients																								
AY2017	228(21.9%)	101(9.7%)	13																								
e-1	Design curriculums in a systematic manner, taking into consideration continuity and coherency between the upper division education at the Undergraduate School and the graduate education.	19 SAD [AAS]	(Summary of Implementation Status from FY 2012 to FY 2016) We started discussion on the implementation of quarter system to the undergraduate school in AY2013. In AY2014, we aimed at revising the prerequisite rulings as part of changes on registration ruling scheduled to be implemented in FY2016. The latest policy in the field of computer science and engineering – ACM Computer Science Curriculum Policy 2013 (CSC2013) was taken account into the revised curriculum. In AY2015, discussion about the AY2018 Curriculum was initiated. All faculty members were included into the discussion in order to accumulate a wide range of opinions. In AY2016, we made the draft of a new curriculum to be introduced in AY2018 by further upgrading the AY2016 Curriculum, and held information session for faculty members. The working group of the Curriculum Sub-committee continuously verified the quarter system. (FY 2017 Implementation Status) The decision on introducing the proposed new curriculum in AY2018 was made at the third Academic Affairs Committee meeting and the third Faculty Assembly meeting. We worked on preparation such as making necessary reviews on regulations and system improvements, and budgetary management.	(Achievement Level of Mid-term Plans) We took time to solicit opinions from all faculty members and reflected those opinions on the new curriculum which connects the undergraduate and graduate schools, and decided to introduce it in AY2018. Further, we adjusted the quarter system to fit in the graduate school’s system. This made undergraduates to take graduate courses easily. <table><tr><td></td><td>Internal Admission</td><td>Ratio</td></tr><tr><td>AY2011-Grad</td><td>63</td><td>27.6%</td></tr><tr><td>AY2012-Grad</td><td>53</td><td>23.3%</td></tr><tr><td>AY2013-Grad</td><td>50</td><td>22.7%</td></tr><tr><td>AY2014-Grad</td><td>40</td><td>19.9%</td></tr><tr><td>AY2015-Grad</td><td>58</td><td>25.4%</td></tr><tr><td>AY2016-Grad</td><td>59</td><td>28.4%</td></tr></table>		Internal Admission	Ratio	AY2011-Grad	63	27.6%	AY2012-Grad	53	23.3%	AY2013-Grad	50	22.7%	AY2014-Grad	40	19.9%	AY2015-Grad	58	25.4%	AY2016-Grad	59	28.4%	C	C
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	e-1 Hold Curriculum Sub-Committee Working Group meetings continuously, continue to take into account the latest trends in the field of computer science and engineering, discuss the revised curriculum and quarter system to be introduced in AY2016 and discuss the creation of a curriculum with continuity between the Undergraduate and Graduate Programs.			B	B																						

e-2	Strive to improve the program of the Undergraduate and Master's Programs for Five Years through Integration of the Two Programs making good use of Honors Program of "Top Global University Program"		20 SAD [AAS]	(Summary of Implementation Status from FY 2012 to FY 2016) Amid the SGU project which was adopted in AY2014, the transition from the current undergraduate-master's five-year consecutive program to the Honor's Program was decided. We also started discussion on the financial support system and Honor's Year system, which allows students to allocate one year for study abroad or internships out of the six years required for obtaining bachelor's and master's degrees. Questionnaire and hearing survey were conducted to the current students in the Five-year Integrated Program regarding the Honor's Year. The majority gave positive opinions. Therefore, we established the Honor's Year policy for students in so-called 3+2 scheme – three years in undergraduate program and two years in master's program. They will be entitled to the Honor's Year. The minimum term will be six months. For financial support, we discussed about financial resource for activity subsidy for the Honor's Year whether if we can use the current scholarship for it. (FY 2017 Implementation Status) At the ninth Academic Affairs Committee meeting and the ninth Undergraduate/Graduate Faculty Assembly meetings, the decision was made on the transition to the Honors Program starting from AY2018.	(Achievement Level of Mid-term Plans) The mid-term plans have been implemented as scheduled so far.		
(ii)	The Graduate Programs	(ii)	The Graduate Programs			B	B
a-1	Improve the existing curriculums on a continuing basis, through so-called "PDCA Cycle" to promote leading-edge education and research and to keep up with advancement in computer science and engineering, development of computer-oriented society, and socio-environmental changes.		21 SAD [AAS]	(Summary of Implementation Status from FY 2012 to FY 2016) It was decided to review the overall curriculum in AY2013. In AY2014, firstly, we decided to work on improving the Core Courses. We decided to discuss about new curriculum after creating diploma policy and curriculum policy. Further, every quarter was formed as eight-week length. We decided to enhance consecutiveness with undergraduate specialized courses. In AY2015, diploma policy and curriculum policy were created. We discussed about new core courses. However, the discussion was insufficient, so we decided to keep discussing about it in the future. Further, all terms were formed as eight-week length classes. However, we postponed the Mon-Thu and Tue-Fri class schedule. In AY2016, in order to build a systematic education program for undergraduate and master's programs, basic graduate courses required for learning at the graduate school were organized as the Fundamental Core. And courses related to research fields were integrated into the Application Core. These ideas were shown to all faculty members and the final draft of the new core courses was created based on opinions raised from faculty members. However, we haven't reached to the decision. The Advanced Courses were determined to be put on discussion continuously. The new curriculum was scheduled to be introduced in AY2018. (FY 2017 Implementation Status) In order to conduct systematic educational program of undergraduate and master's programs, the decision was made to revise the Core Courses in AY2018 at the second Academic Affairs Committee meeting and the second Graduate School Faculty Assembly meeting. The discussions on Advanced Courses were postponed.	(Achievement Level of Mid-term Plans) Development of the systematic educational program of the new undergraduate curriculum installed in AY2018 and master's program is necessary for conducting latest education/research. To do this, we established the system to set the basic and necessary courses for studying at the graduate school as Fundamental Core, and the courses related to each research field as Application Core. The system will be introduced from AY2018.		
a-1	In addition to conducting eight weeks of classes in each quarter, discuss whether it is possible to schedule classes as Monday-Thursday and Tuesday-Friday sets as is done in the undergraduate school. Further, in order to construct a systematic educational program connecting the Undergraduate and Master's programs, discuss the issue of core courses and advanced courses.					B	B

a-2	Under the initiative of the Center for Language Research, pursue research on English for specific purposes of information technology, and apply research achievements to English education at the Graduate School, by, for example, opening an English language course commonly for the Master's and Doctoral Programs.		22 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) Using research achievement on English expression method for science and technology, CLR faculty members committed to the seminar courses held for all master's students. No. of registered students "Paper Submission and Writing Seminar" AY2014: 8 AY2015: 6 AY2016: 13 "Presentation Seminar for Students in Science" AY2015: 11 AY2016: Not offered "Technical Writing in Software Engineering" AY2016: 4 In addition, continuously, master's students will be obligated to take the TOEIC. Exam-taking ratio among 1st-year master's students was 75.5% and that of 2nd-year master's students was 27.7% respectively.	(Achievement Level of Mid-term Plans) The CLR faculty members conducted research on scientific/technological English expressions. Utilizing these research results, they offered English education necessary as master's students.		
		a-2 In the Master's program, further improve the content of English courses (available to students in every graduate field) that leverage research into English expressions in the fields of science and technology. Further, continue to require Master's students to take the TOEIC test.		(FY 2017 Implementation Status) Using research achievement on English expression method for science and technology, all CLR faculty members committed to the seminar course held for all master's students. "Paper Submission and Writing Seminar" AY2017: 25 "Presentation Seminar for Students in Science" AY2017: 17 "Technical Writing in Software Engineering" AY2017: 4 Master's students took the TOEIC to confirm the results of improved English. Exam-taking ratio among 1st-year master's students was 83.1% and that of 2nd-year master's students was 47.8% respectively.			
a-3	Use English as a common language at the Graduate School in order to nurture internationally viable talents. At the same time, enhance the adaptability of students to multi-cultural environment.		23 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) In principle, lectures were offered in English. And paper writing and presentation skills were improved through the "Paper Submission and Writing Seminar" (AY2014 and 2015) and "Presentation Seminar for Students in Science" (AY2015.) Courses conducted by visiting lecturers and those for international students who want to learn Japanese language were offered in Japanese. Students wrote papers and conducted presentations on papers, etc. basically in English.	(Achievement Level of Mid-term Plans) Master's courses are conducted in English, in principle. Courses conducted by visiting lecturers and those for international students who want to learn Japanese language were offered in Japanese. Students wrote papers and conducted presentations on papers, etc. basically in English.	B	B
		a-3 Hold lectures in English, in principle. Further, continue to investigate the creation of courses for increasing the ability to deal with multicultural environments.		(FY 2017 Implementation Status) Master's courses, in principle, were conducted in English. Students' participation into international academic conferences was encouraged.			
a-4	Nurture human resources whose Japanese language proficiency is good enough to work in Japan. For this purpose, improve Japanese language education for international students, by, for example, giving some Master's courses in Japanese.		24 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) The three courses – Fundamental and Practice of Safe/Secure Embedded System, Fundamental and Practice of Functionally Safe System, and Fundamental and Practice of Project Management - were offered in Japanese, intending fostering workforce in Japan.	(Achievement Level of Mid-term Plans) In order to develop human resource working in Japan, classes of some specialized courses were continuously conducted in Japanese. Moreover, Career Design Coordinator and Career Counselors offered support for the job hunting for international students as well.	B	B

		a-4	Regarding some specialized courses, continue to give lectures in Japanese. Further, while perceiving Japanese culture as one of diverse cultures, continue considering the creation of more courses in order to increase synergy.		(FY 2017 Implementation Status) For the international students who wish to work in Japan, "Fundamentals and Practice of Project Management" was continuously conducted in Japanese. Moreover, Career Design Coordinator and Career Counselors offered support for finding jobs.		B	B
a-5	Flexibly review and revise the existing curriculums through discussions on possible approaches, such as starting new courses to nurture human resources who have practical knowledge and skills on software, corresponding to social demands.			25 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) The overall review on the curriculum was started in AY2013. In AY2014, firstly, we decided to work on improving the Core Courses. We decided to discuss about new curriculum after creating diploma policy and curriculum policy which are supposed to serve as a base of the new curriculum. And all terms were formed as eight-week length. We decided to enhance consecutiveness with undergraduate specialized courses. In AY2015, diploma policy and curriculum policy were created. We discussed about new core courses. However, the discussion was insufficient, so we decided to keep discussing about it in the future. Aiming at establishing courses and subjects for fostering hands on software talents along with social needs, IT Specialist Program "Software Development Arena" remained as a core. Therefore, no particular deliberation was conducted. We decided to introduce the new undergraduate curriculum in AY2018. We will continue the discussion about consecutiveness and optimization of IT Specialist Program – a program for fostering experts of the leading-edge information technology in an international environment - and undergraduate education.	(Achievement Level of Mid-term Plans) Core Course system will be revised in AY2018. We will divide the courses into Fundamental Core (courses which are necessary and fundamental for studying at graduate school), and Application Core (courses with advanced contents related to each research field). Students must earn at least four credits for each category. By doing so, we will enhance/improve the fundamental part of human resource development. In addition, we considered the reviews on Advanced Courses which are high-level specialized courses, we will continually discuss the matters including reviews on practical courses.	B	B
		a-5	Regarding the "Program for Leading-edge IT Specialists(A program that fosters cutting-edge ICT specialists in an international environment.)," discuss interconnection with undergraduate education, and the optimization of that interconnection.		(FY 2017 Implementation Status) In correspondence with the new undergraduate curriculum which will be introduced from AY2018, the "Program for Leading-edge IT Specialists (A program that fosters cutting-edge ICT specialists in an international environment)" will be flexibly reviewed.		B	B
a-6	Improve students' competency to make international level research presentations through "Presentation Seminars" and other activities. Presentation Seminars provide students with opportunities to brush up their presentation skills and also to understand expertise other than theirs by observing other students' presentations in order to develop ability to learn adjacent fields.			26 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) In addition to "Research Planning Seminar," "Research Progress Seminar," and "Research Seminar/Conference," Creative Factory Seminar was offered, intending to create opportunities to acquire a wide range of knowledge and build presentation skills. In order to let students, acquire paper writing method and skills for creating well-accepted papers through publications at international conferences and on major journals, Paper Publishing and Writing Seminar was offered from AY2014.	(Achievement Level of Mid-term Plans) In addition to "Research Planning Seminar," "Research Progress Seminar," and "Research Seminar/Conference," Creative Factory Seminar was offered, intending to create opportunities to acquire a wide range of knowledge and build presentation skills. In addition, we offered "External Presentation Seminar" to offer the effective presentation skill training and to have students obtain the international presentation skills.	B	B
		a-6	Develop students' abilities to make international-level presentations through "Research Plan Seminar" and "Research Progress Report Seminar" of the Department of Computer and Information Systems, and "Tea Seminars/Contests" of the Department of Information Technology and Project Management. In addition, continue to offer the course "Research Paper Writing Seminar" to help students acquire the writing styles and skills needed to write a papers that can be submitted to / will be accepted by international conferences and major academic journals.		(FY 2017 Implementation Status) In addition to "Research Planning Seminar," "Research Progress Seminar," and "Research Seminar/Conference," Creative Factory Seminar was offered, intending to create opportunities to acquire a wide range of knowledge and build presentation skills. These seminars, offered in English, are educational places where students are trained in international presentation skill. Continuously conduct seminar courses for fostering presentation skills. In order to acquire thesis writing methods and skills, participation in on-campus presentations and domestic/international academic conferences will be encouraged so that students can listen to a variety of presentations.		B	B

a-7	Let students experience high level research, useful for them to become creative researchers. Also provide students with advanced training on research methodology.		27 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) As well as applying RA's creative ideas, high-level knowledge and skills into research projects, they were trained in research skills required as young researchers. RA Trends in Recent Years <table><tr><td></td><td>RA</td><td>faculty members</td></tr><tr><td>AY2012</td><td>16</td><td>13</td></tr><tr><td>AY2013</td><td>21</td><td>15</td></tr><tr><td>AY2014</td><td>23</td><td>13</td></tr><tr><td>AY2015</td><td>19</td><td>13</td></tr><tr><td>AY2016</td><td>26</td><td>16</td></tr></table> No. of RAs, faculty members utilizing RA (FY 2017 Implementation Status) As well as applying RA's creative ideas, high-level knowledge and skills into research projects, we promoted the implementation of presentation sessions on research progress, from the perspective of nurturing researchers. *RA System: This system is for commissioning doctoral students to be research assistants to faculty members. A certain wage is paid for research activities. RA Trends <table><tr><td></td><td>RA</td><td>faculty members</td></tr><tr><td>AY2017</td><td>26</td><td>16</td></tr></table> No. of RAs, faculty members utilizing RAs		RA	faculty members	AY2012	16	13	AY2013	21	15	AY2014	23	13	AY2015	19	13	AY2016	26	16		RA	faculty members	AY2017	26	16	(Achievement Level of Mid-term Plans) Utilizing RA system, we had RAs to experience the research activities aiming for achieving high goals. Aiming at developing researchers with creative thinking abilities, faculty members conducted high-level training on the methodologies for research, etc.										
	RA	faculty members																																					
AY2012	16	13																																					
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a-8	Encourage students to contribute research papers to domestic/international conferences that require them high level presentation skill as part of efforts to nurture independent researchers. Students will be able to benefit from such experiences, in that they will become highly motivated as researchers and pursue their expertise on their solid footing.		28 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) As well as supporting improvement on writing and presentation In various seminar courses, travel expense subsidy was offered in order to encourage students to conduct presentation abroad. Attempting improvement of presentation skills at the External Presentation Seminar, presentation at international conference became mandatory (Research Seminar/Conference.) By doing so, we provided students education for training presentation skills at a world level. <table><tr><td></td><td>External Presentation seminar</td><td>Research Seminar/Conference</td><td>Travel Subsidy recipients</td></tr><tr><td>AY2012</td><td>3</td><td>2</td><td>15</td></tr><tr><td>AY2013</td><td>17</td><td>1</td><td>11</td></tr><tr><td>AY2014</td><td>18</td><td>4</td><td>23</td></tr><tr><td>AY2015</td><td>13</td><td>4</td><td>21</td></tr><tr><td>AY2016</td><td>13</td><td>2</td><td>19</td></tr></table> (FY 2017 Implementation Status) By offering the "Effective Scientific Presentation Seminar," students' presentation skills will be improved. At the same time, the overseas travel expenses subsidy system will be continuously used for encouraging paper submissions and presentation. <table><tr><td></td><td>External Presentation seminar</td><td>Research Seminar/Conference</td><td>Travel Subsidy recipients</td></tr><tr><td>AY2017</td><td>13</td><td>3</td><td>27</td></tr></table>		External Presentation seminar	Research Seminar/Conference	Travel Subsidy recipients	AY2012	3	2	15	AY2013	17	1	11	AY2014	18	4	23	AY2015	13	4	21	AY2016	13	2	19		External Presentation seminar	Research Seminar/Conference	Travel Subsidy recipients	AY2017	13	3	27	(Achievement Level of Mid-term Plans) In order to encourage students to submit papers and conduct presentations at domestic/international conferences which require high-level presentation skills, we continuously conducted development of researchers by utilizing various seminar courses and overseas travel subsidy system.	B	B
	External Presentation seminar	Research Seminar/Conference	Travel Subsidy recipients																																				
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a-8	"Outside Presentation Seminar" and "Research Seminars/Conferences," in which credits are given to students who have made external presentations, shall be established. Encourage graduate students to contribute research papers and give presentations through the system to provide financial support for their travel expenses.					B	A																																

b-1	Nurture researchers and engineers who have multidisciplinary research interest, aiming at sharing research outcome with society.			29 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) Creative Factory Seminar; a master's course, was offered as an integrated education across multiple specialized fields. At the Creative Factory for doctoral program encouraged interdisciplinary research. No. of Students registered to the Creative Factory Seminar <table><tr><td></td><td>No.of Factories</td><td>No.of Students</td></tr><tr><td>AY2012</td><td>7</td><td>51</td></tr><tr><td>AY2013</td><td>9</td><td>54</td></tr><tr><td>AY2014</td><td>7</td><td>33</td></tr><tr><td>AY2015</td><td>7</td><td>30</td></tr><tr><td>AY2016</td><td>6</td><td>46</td></tr></table> No. of Factories, No. of Students		No.of Factories	No.of Students	AY2012	7	51	AY2013	9	54	AY2014	7	33	AY2015	7	30	AY2016	6	46	(Achievement Level of Mid-term Plans) Aiming to nurture engineers and researchers who are capable of succeeding in interdisciplinary work, we implemented "Creative Factory Seminars" in the Master's program where research is advanced across multiple disciplines. In the Doctoral Program, we encouraged interdisciplinary research in "Creative Factories."		
	No.of Factories	No.of Students																								
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	b-1	Aiming to nurture engineers and researchers who are capable of succeeding in interdisciplinary work, implement "Creative Factory Seminars" in the Master's program where research is advanced across multiple disciplines. In the Doctoral Program, encourage interdisciplinary research in "Creative Factories (virtual laboratories where there are multiple instructors, including those from outside of the university, for one student).			(FY 2017 Implementation Status) Creative Factory Seminar; a master's course, was offered as an integrated education across multiple specialized fields. At the Creative Factory for doctoral program encouraged interdisciplinary research. No. of Students registered to the Creative Factory Seminar <table><tr><td></td><td>No. of Factories</td><td>No. of Students</td></tr><tr><td>AY2017</td><td>6</td><td>29</td></tr></table>		No. of Factories	No. of Students	AY2017	6	29			B	B											
	No. of Factories	No. of Students																								
AY2017	6	29																								
b-2	In order to prove worthy of trust from society to the University, ensure the educational quality.			30 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) International conference participant report did not reach the implementation phase. However, domestic/international trainings, etc. were offered to faculty members, administrative staff, and students. Expertise, trends, experiences gained at such events were reported at the Faculty Assembly meeting in order to share information. Report Status AY2012, None AY2013, Medical Information Technology Competition 1st Place (Best in the world) Report Rose Hulman Technical Institute Internship Report AY2014, Rose Hulman Technical Institute Internship Report Student FD Meeting Participation Report AY2015, Yamagata University FD Seminar Camp Participant Report Silicon-valley Visit Report	(Achievement Level of Mid-term Plans) We continually held the report sessions by faculty/administrative members and students who participated in international conference, etc. in order to share information on research trends and achievements within campus.																				
	b-2	Consider the way of organizing report meetings, etc., in order that faculty, staff, and students who have attended international conferences, etc. can share the latest research trends from around the world rather than simply reporting their own research findings.				(FY 2017 Implementation Status) We provided the opportunity to have faculty/administrative members and students who participated in overseas internship programs to report their own research achievements. Those reports were shared at the Faculty Assembly and GS Faculty Assembly as well. AY2017 Silicon Valley Internship Implementation Report			B	B																

b-3	In order to prove worthy of trust from society to the University, ensure the educational quality.		31 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) In order to respond to the trust of society, the UoA conducted the following initiatives to guarantee the quality of degree recipients at the UoA's own responsibility. AY2014 For improving the Core Course System, diploma and curriculum policies were created, and deliberation was done based on it. AY2015 Diploma and curriculum policies were created. AY2016 We continuously discussed the appropriateness of the information on the major journal/conference lists. Moreover, we revised the forms of the preliminary/final review report for doctoral dissertation, to clearly show the doctoral dissertation review process more clear, aiming to keep the transparency of the review. (FY 2017 Implementation Status) To guarantee the quality of doctoral dissertations, the Academic Affairs Committee continuously reviewed on the major journal/conference lists which are used as guide for submission of papers. In addition, we decided to clearly show the doctoral dissertation review process and the requirements for the review on Campus Guide, etc. from AY2018.	(Achievement Level of Mid-term Plans) In order to respond to the trust of society and guarantee the quality of degree recipients, we conducted reviews at the university's own responsibility.										
		b-3 In order to ensure the quality of doctoral dissertations, continue updating the UoA major journal/conference list which serves as criteria for subscription of papers. Clarify the screening process and requirements for dissertations, while maintaining strict screening standards.													
c-1	Make efforts to foster talents who have business minds and success internationally by providing entrepreneur education in the graduate school as well as the under graduate school.		32 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) In AY2013, discussion about curriculum was started. Discussion over creative education curriculum was initiated in AY2015. Aiming at promoting graduate-school-originated startups, ICT Global Venture Factory was determined to be established as an annual seminar course for learning global marketing in AY2016. No. of students for ICT Global Venture Factory <table><tr><td></td><td>No. of Students</td></tr><tr><td>AY2016</td><td>9</td></tr></table> No. of students (FY 2017 Implementation Status) Aiming at allowing our graduate degree holders to engage into world-level entrepreneurial activities, we put efforts on enriching the course which offers learning about global marketing and risk management. We also conducted Silicon Valley internships, etc. No. of students for ICT Global Venture Factory <table><tr><td></td><td>No. of Students</td></tr><tr><td>AY2017</td><td>7</td></tr></table> No. of students		No. of Students	AY2016	9		No. of Students	AY2017	7	(Achievement Level of Mid-term Plans) As part of the entrepreneurial education curriculum, we offered "ICT Global Venture Factory" which provides learning about global marketing, aiming at promoting graduate-school-originated startups. By doing so, we, as the graduate school, also strive to develop business-minded students capable of working globally.		
	No. of Students														
AY2016	9														
	No. of Students														
AY2017	7														
		c-1 Aiming to allow our graduate degree holders to engage at world-level entrepreneurial activities, provide courses on global marketing, risk management courses, etc.													
c-2	Designating Leading-edge ICT lab, the core facility of the Revitalization Center, as the base, provide environment in which students can experience the trend of leading-edge ICT. Also, provide the environment in which students can be involved in joint research with companies.		33 ARC	(Summary of Implementation Status from FY 2012 to FY 2016) Laboratory for Advanced ICT in Aizu (LICTiA) was established in October 2015 as the UoA Revitalization Center's (ARC) core facility, providing students with an environment to experience the latest ICT trends at close range.	(Achievement Level of Mid-term Plans) Leveraging the Laboratory for Advanced ICT in Aizu (LICTiA) established as the UoA Revitalization Center's (ARC) core facility, we provided a place where industry-academia-government collaboration and students can commit each other. We have executed the plan as its original so far.										

		c-2	Leveraging the Laboratory for Advanced ICT in Aizu (LICTiA), which opened in October 2015 as the UoA Revitalization Center's (ARC) core facility, create an environment where students can gain close experience on the latest ICT trends through programs such as the prefecture-subsidized "University of Aizu IT Entrepreneur Development Program" and "Problem Solving-Based Talent Development Model Project." Further, provide LICTiA's innovation space, etc. as a place where students can contribute to projects that leverage that environment, such as collaborative research with companies.		(FY 2017 Implementation Status) In the fields of leading-edge ICT such as IoT utilizing VR, regional virtual currency and electric vehicle, we held the events related to those areas in collaboration with faculty members, students and businesses at LICTiA and other places.		B	B																	
c-3	In order to foster students' global business mindsets, implement reinforcement and utilization of hubs overseas .	34 SGU OSIP		(Summary of Implementation Status from FY 2012 to FY 2016) Utilizing SGU project and JASSO study-abroad support system (for inbound/outbound students under agreement), we established more programs to dispatch/accept students, increased the number of students participating in those programs, realized the establishment of our overseas base in Silicon Valley. No. of Inbound/Outbound Students under Inter-Institutional Agreement <table><tr><td></td><td>AY2012</td><td>AY2013</td><td>AY2014</td><td>AY2015</td><td>AY2016</td></tr><tr><td>Outbound</td><td>11</td><td>15</td><td>20</td><td>21</td><td>29</td></tr><tr><td>Inbound</td><td>25</td><td>23</td><td>29</td><td>15</td><td>27</td></tr></table>		AY2012	AY2013	AY2014	AY2015	AY2016	Outbound	11	15	20	21	29	Inbound	25	23	29	15	27	(Achievement Level of Mid-term Plans) The mid-term plans have been implemented as scheduled so far.		
	AY2012		AY2013	AY2014	AY2015	AY2016																			
Outbound	11	15	20	21	29																				
Inbound	25	23	29	15	27																				
		c-3	In order to secure more international students, and increase the number of students with study abroad and/or overseas internship experience, effectively utilize the overseas bases being prepared in Silicon Valley and other locations as a bases for remote lectures for entrepreneurial courses, and for collecting/disseminating information. Further, strengthen the overseas internship programs and various partnerships, etc.		(FY 2017 Implementation Status) Utilizing the Silicon Valley Site established in FY2016, eight students were dispatched for the US Silicon Valley Internship Program. In addition, a new graduate course "ICT Global Venture Factory" was conducted as two-way classes utilizing the Silicon Valley office. Moreover, in the ICT Global Venture Factory, we offered global classes by inviting renowned speakers from SRI. *No. of Outbound/ Inbound Students under Agreement Outbound 30 students, Inbound 28 students		B	B																	
B	The Junior College	B	The Junior College																						
(i)-1	Check and evaluate the curriculum on a continuing basis to make it suitable to contemporary and social needs, and more effective and efficient.	35 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) a. At the Department of Industrial Information Sciences, we reviewed the curriculum based on the students' needs. It led to improve curriculum. At the Department of Food and Nutrition Sciences, we implemented preparatory courses for Food Specialist Certificate Examination and Nutritionist Skill Accreditation Examination. Meanwhile, we invited nutritionists of various positions to offer special lectures, and conducted facility tours. b. In the process of receiving Evaluations for Junior College Accreditation, we started discussing the system for the periodical internal quality assurance. c. In accordance with the reform of the Department of Early Childhood Education followed by the reexamination on the teaching programs, we strove to develop the curriculum that matches the societal/timely needs.	(Achievement Level of Mid-term Plans) Implementing continuous check and evaluation on the curriculum, efficient and effective curriculum structure was formed aiming at social/timely needs. Therefore, the plans were achieved.																				

		(i)-1	a. Review and evaluate the curriculums from the perspective of achievement of educational goals. Further, collect and analyze information of social conditions regarding qualifications related to the specialty areas of the JCD, and investigate and look into matters regarding qualification. b. Being on a constant lookout on ever-changing social needs, discuss how to assure the quality of students' academic achievements from the perspectives of educational goals and admission policies. c. Students are able to acquire three licenses at the department of Early Childhood Education. Provide a careful and detailed course registration guidance to avoid students' overburden.			(FY 2017 Implementation Status) a. At the Department of Industrial Information Sciences, we inspected the status of students' registration for each course. At the Department of Food and Nutrition Sciences, we provided preparatory courses for the Examination for Food Specialist Certification Examination operated by Japan Association for Food Specialist, and the Nutritionist Skill Accreditation Examination operated by the Nutritionist Development Institute Association. In addition, we invited nutritionists of various positions to offer special lectures, and conducted tours on food-service facilities. Further, we strove to further cultivate students' interests and curiosity in food and diet through participation in the local municipalities' events related to foods. b. Based on the results of Junior College Accreditation Evaluation, we discussed the system for the quality assurance that each department will discuss its own quality assurance annually and the results will be consolidated at the Evaluation Committee. c. The Department of Early Childhood Education reviewed the structure of curriculum and faculty members towards reauthorization of teaching programs due to the introduction of new teaching programs starting from FY2019. Collection of information and concrete measures were considered regarding the possible curriculum changes on the nursery school teacher and social welfare worker development programs.				B	B
(i)-2	In order to help students to have purposes for learning and future paths, and register for courses according to their purposes, develop systematic curriculums and show students typical models of course registration.			36 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) The Academic Affairs and Welfare Committee members of each department/course gave an instruction on course registration based on the course taking model at the guidance for new students and the first/second semester guidance. We verified the penetration of course registration instruction, and enhanced the content of instruction. At the Department of Social Welfare Sciences, in FY2015, major curriculum review was conducted in order to restructure the department into the department focusing on the acquisition of 2nd category kindergarten teaching license. In accordance with the drastic curriculum change into the Department of Early Childhood Education followed by the reexamination on the teacher training course, we strove to formulate the curriculum that matches the timely/societal needs.	(Achievement Level of Mid-term Plans) Each department gave an instruction on course registration based on the course taking model at the guidance for new students and the first/second semester guidance. Regarding the actual situation of course registration, we verified the penetration of course registration instruction, and improved the instruction by sharing information within each department. At the Department of Early Childhood Education, we conducted maintenance and check on operational management of the curriculum focusing on the acquisition of the 2nd category kindergarten teaching license. As above, we mostly achieved the plans.				B	B
		(i)-2	Inform students of purposes, content, goals and assessment standards of each course through syllabuses, etc. Create course-registration models corresponding to students' goals of their study to provide them with relevant advice right after the admissions and at guidance meetings each semester. Also, try to grasp the status of students' registration in order to improve the advice provided for students regarding course registration.			(FY 2017 Implementation Status) The Academic Affairs and Welfare Committee members of each department/course gave an explanation on the curriculum policy and an instruction on course registration based on the course taking model at the guidance for new students and the first/second semester guidance. Verifying penetration status of course-registration instructions, we enhanced the content of instructions by sharing information within each division. Especially at the Department of Early Childhood Education, we confirmed/verified students' motivation toward study and eligibility for certificates through exercises/practices for the courses related to certificate acquisition. Further, we organized the fair for supporting disabled people, conducting talkfest with personnel from welfare institutions of Aizuwakamatsu city.					

(i)-3	Inform students of purposes, content, goals and assessment standards of each course through syllabuses, so that students can use such information for their course planning.			37 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) a. On the syllabus, each class's contents, plan, textbook, reference book, grade evaluation, and learning achievement goal were clearly stated. And these were released on the intranet and UoA official website. We instructed students to check syllabus upon course registration. b. The course-registration model was created depending on learning objectives. That was shown upon admission and first and second term guidance sessions, and course-registration instruction was conducted.	(Achievement Level of Mid-term Plans) Course objectives, contents, achievement goals, and grade/evaluation criteria are published on the syllabus. They are useful for students' course registration. The Course-registration model is expected to enhance instructions. Therefore, the plans were achieved.		
					(FY 2017 Implementation Status) a. On the syllabus, each class's contents, plan, textbook, reference book, grade evaluation, and learning achievement goal were clearly stated. And these were released on the intranet and UoA official website. We instructed students to check syllabus upon course registration. b. The course-registration model was created depending on learning objectives. That was shown upon admission and first and second term guidance sessions, and course-registration instruction was conducted.			
(i)-4	Clearly show students assessment standards and attainment goals, and carry out fair and appropriate assessment.			38 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Academic grade standards and learning goals were clearly shown on the syllabus and widely informed through guidance sessions, etc. Toward the installation of GPA system, we discussed its installation to next period computer system. We need to further discuss the ways of utilizing GPA.	(Achievement Level of Mid-term Plans) Academic grade standards and learning goals were clearly shown on the syllabus and widely informed through guidance sessions, etc. Toward the installation of GPA system, we discussed its installation to next period computer system. Although we need to further discuss the ways of utilizing GPA, we mostly achieved the plans.		
					(FY 2017 Implementation Status) Academic grade standards and learning goals were clearly shown on the syllabus and widely informed through guidance sessions, etc. Toward the installation of GPA system, we discussed its installation to next period computer system.			
(i)-5	Aim at 100% success rate in acquisition of relevant licenses and certificates for those who apply for them.			39 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Passing rate of the 2nd-grade architect certificate among students who are in the Department of Industrial Information Sciences and wish to obtain the certificate was 100%. In usual year, passing rate of the Nutritionist license and NR/Nutritious Supplement Advisor Accreditation Examination-taking Eligibility Certificate among students who wish to obtain these was 100%. Passing rate of the Food Specialist Accreditation Examination-taking Certificate among those who wish to obtain the certificate (General) was 100%. The Food Nutrition Science Exercise (Application) was held by all faculty members as test preparatory course for the certificates mentioned above. In the Department of Social Welfare Sciences, students are able to acquire the class 2 kindergarten teacher's license. The teacher training curriculum committee was newly established, making efforts to develop high-quality curriculum by using a course registration record. In addition, in "teaching/childcare practice exercises", we made efforts for development of high-quality teachers using a course registration record.	(Achievement Level of Mid-term Plans) The passing rate among those who wish to obtain license or certificate almost achieved the goals. Therefore, the plans were achieved.		

		(i)-5 Aim at 100 % success rate in acquisition of the licenses listed below and nurture quality professionals: (1) Department of Food and Nutritional Sciences: Nutritionist, eligibility to take the qualification examinations for NR/supplement advisors and food specialists. Maintain high pass rate, upper rank, and high success rate. In order to improve those rates and rank more, continuously provide learning guidance through "Food Science and Nutrition Exercise" course and examine its contents and composition for improvement. (2) Department of Early Childhood Education: Nursery school teacher and eligibility to take the qualification examination for social workers. In addition, students are able to acquire the class 2 kindergarten teacher's license newly. Set up a teacher training curriculum committee and try to make high quality curriculum by using a course registration record. Regarding the social worker's qualification, discuss students' support system.		(FY 2017 Implementation Status) Pass rate for the Nutritionist license and NR/Nutritious Supplement Advisor Accreditation Examination-taking Eligibility Certificate among students who wish to obtain these was 97.8%. The Food Nutrition Science Exercise (Application) was held by all faculty members as test preparatory course for the Nutritionist license and NR/Nutritious Supplement Advisor Accreditation Examination-taking Eligibility Certificate. At the Department of Early Childhood Education, we strove to make high-quality teacher development curriculum at the teacher training curriculum committee and in "teaching/childcare practice exercises", by using a course registration record. Pass rate for the Nursery school teacher's license and the class 2 kindergarten teacher's license among students who wish to obtain these licenses were 100% respectively.			
(ii)-1	Further improve general education courses, specialized courses and career education.		40 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) a. In general education courses, we mandated students to earn at least two credits for English courses. Per department, the required number of credits from general education courses was set. By doing this, we taught students about diversity of value and knowledge of multiple fields. Further, targeting students who do not have confidence in English skills, we supported them through "Fundamental English." b. At cultural lectures, there were various themes such as regional history, mental health, or food safety. At the Career Development Theory and each department's lectures and exercise courses, external lecturers were invited to provide opportunities to have students listen to talks of specialized field being taught from various perspectives. Through career guidance and internships, we strove to foster wide social refinement, a sense of ethics, social abilities, career perspectives, etc. c. In the local project exercises, GT seminar, and special exercises, we provided opportunities to directly interact with local people, making efforts to develop social abilities and a sense of ethics.	(Achievement Level of Mid-term Plans) In general education courses, we strove to teach the diversity of knowledge and values. Regarding English-related courses, we supported students who do not have confidence in fundamental skills through "Fundamental English." Holding cultural lectures every year, we invited external lecturers in the Career Development Theory and each department's lectures and exercise courses. At the same time, we conducted career guidance and internships. Through these initiatives, we strove to foster wide social refinement, a sense of ethics, social abilities, career perspectives, etc. In the local project exercises, GT seminar, and special exercises, we provided opportunities to directly interact with local people and strove to develop social abilities and a sense of ethics. As above, the plans were achieved.	B	B

		(ii)-1	a. Foster students' intellectual ability and reason through fundamental courses and other department courses as a free elective subject, which impart wide knowledge and views, and specialized courses, which nurture students' deeper understanding. b. Nurture students' culture, morality, social awareness, and career view through lectures, internship programs, career guidance, and workshops, etc., while promoting career education in "Seminar Activity" and "Career Development "course. In order for students to have an early motivation toward their future path, change Career Guidance schedule from April for the second year students to February for the first year students in accordance with the time of job hunting. c. Utilize "Regional Project Workshops," "Graduation Research Seminars," "Graduation Research," and "Special Workshops" as opportunities for students to communicate with local citizens and foster their social awareness and sense of ethics.		(FY 2017 Implementation Status) a. In general education courses, we strove to teach students knowledge of multiple fields and the diversity of values. Regarding English-related courses, we supported students who do not have confidence in fundamental skills through "Fundamental English." Further, we resumed offering the philosophy course "Human and Thoughts" which have not been offered for a long time, for further enhancing the general education courses. b. At cultural lectures, we conducted the lecture with the theme "meteorological phenomenon and disaster of Fukushima Prefecture" offered by the deputy general of the Fukushima meteorological observatory. Further, at the Career Development Theory and each department's lectures and exercise courses, external lecturers were invited, providing opportunities to have students listen to the talks of specialized field taught from various perspectives. Through career guidance and internships, we strove to foster wide social refinement, a sense of ethics, social abilities, career perspectives, etc. c. In the local project exercises, GT seminar, and special exercises, we provided opportunities to directly interact with local people, aiming at developing social abilities and a sense of ethics. Conducting the local project exercises at the Department of Industrial Information Sciences, students worked on solving regional challenges in collaboration with the UoA, by utilizing the field of expertise of each collage/university. At the Department of Food and Nutrition Sciences, we conducted career guidance session in January to make students' consciousness toward career activities built earlier. At the Department of Early Childhood Education, we invited special lecturers in "early childhood education fundamental exercise I & II" to conduct lectures about the history of Aizu and its early childhood education, and revitalization support and childhood education. Further, we conducted "Job hunting fair for nursery teachers", in collaboration with the Child Support Division of Fukushima Prefecture.		B	B
(ii)-2	Promote practical and hands-on education through problem-finding/solving activities to achieve the educational goals, and ensure the quality of education.			41 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) a. Mainly through Graduation Research Seminars, Graduation Research, Special Workshops, Regional Project Workshops, and Special Workshops for Revitalization Support etc. we developed students' skills to verify local and societal issues and propose their solutions, deductive abilities, application skills, creativeness, and practical skills. b. At the enrollment and first/second semester guidance, we thoroughly informed the aim of the education/research at the JCD, curriculum policy, and diploma policy. Faculty members, especially those appointed as Academic Affairs and Welfare Committee members, motivated students to be organized in their course registration for each department while encouraging them to register for a variety of courses. C. Regarding educational quality, we discussed the correlation between GPA and the assurance of the quality of students' academic achievements which is based on our educational/research goals and admission policy.	(Achievement Level of Mid-term Plans) In order to realize educational goals, issue-detecting/issue solving-type hands-on/practical education was enriched. Regarding correlation between educational quality and GPA, we have a concern on clarifying objectives (of installing and using GPA) and need further discussions. However, the plan was almost achieved.		

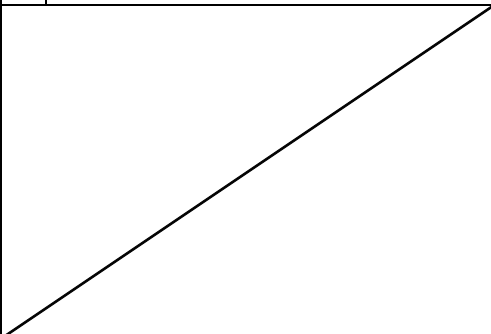
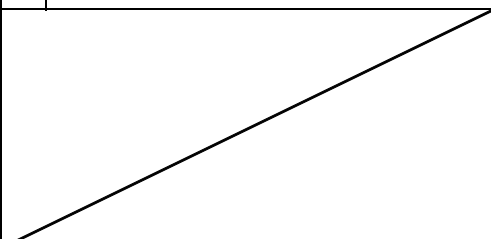
		(ii)-2 a. Let students clarify the regional/social issues and propose their own solutions in "Graduation Research Seminars," "Graduation Research," "Special Workshops," "Regional Project Workshops," and "Special Workshops for Revitalization Support" etc. so that they can acquire not only knowledge and basic skills but also creativity, applied and practical skills. b. Give guidance on course registration upon admission and at the beginning of each semester based on the educational goals of each department. Faculty members, especially those appointed as Academic Affairs and Welfare Committee members, shall motivate students to be organized in their course registration for each department, while encouraging them to register a variety of courses. Further, grasp how far the instruction is spread out and improve its effect. c. Regarding educational quality, discuss how to assure the quality of students' academic achievements, taking into account our education/research goals and admission policy. Further, strengthen the linkage with part-time lecturer.		(FY 2017 Implementation Status) Mainly through Graduation Research Seminars, Graduation Research, Special Workshops, Regional Project Workshops, and Special Workshops for Revitalization Support etc. we developed students' skills to verify local and societal issues and propose their solutions, deductive abilities, application skills, creativeness, and practical skills. In the "Special Workshops for Revitalization Support" of the Department of Early Childhood Education, we invited various individuals including disaster victims of Iwaki City, Superintendent of Education of Okuma Town, and those who are leading revitalization support, to conduct special exercises. b. At the enrollment and first/second semester guidance, instructions on course registration were given based on the aim of the education/research at the college and each division. Faculty members motivated students to be organized in their course registration while encouraging them to register for a variety of courses. c. Regarding educational quality, we discussed the correlation between GPA and the assurance of the quality of students' academic achievements which is based on our educational/research goals and admission policy. There is a need to continue discussing how to utilize GPA. At the Department of Early Childhood Education, the Teacher Development Curriculum Committee was established and discussed the improvement of educational quality.		B	B
(ii)-3	Aim at advancement of students' English language skills through introduction of an e-learning system which supports students' self-learning.		42 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We installed the e-learning system "engeng" for self-learning. We had all students to register for the system every year. By proactively recommending students to use the system in classes, we strove to improve students' English skills. At the same time, aiming at testing students' learning outcome and improving their motivation toward study, faculty and administrative members provided information on English tests, encouraging them to take these tests. However, the number of students who took the tests was 18 for AY2012, 9 for AY2013, 6 for AY2014, 21 for AY2015, and 8 for 2016.	(Achievement Level of Mid-term Plans) Aiming to improve students' English skills, e-learning system was installed for self-learning English. As well as encouraging the proactive utilization of the system during classes, faculty and administrative members provided information on each English test. Despite these efforts, the number of examinees was only a few to twenty students every year. Therefore, clear achievements could not be figured out.		
		(ii)-3 In order to improve students' English proficiency level, encourage all students to register for the e-learning system. Aim to increase the number of students who take English proficiency tests to 50 or over by taking some measures to motivate more students to take such tests.		(FY 2017 Implementation Status) All (321) students registered for the e-learning system (engeng). Among these students, 45 students who passed the recommendation-based admission registered for the system before enrollment. As well as encouraging the proactive utilization of the system during classes, information on various English tests was provided by faculty and administrative members. Despite these efforts, only one student took the test. A gross total access number to the system was 3,218 (only JCD). The contract on e-learning system (engeng) has expired in June.		C	C
(iii)-1	Taking advantage of the College's characteristics, carry out small-group instruction to give students attentive care with an emphasis on communication between faculty and individual students.		43 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Each department's Graduation Research, exercises, etc. were conducted focusing on a small-size class and mutual communication.	(Achievement Level of Mid-term Plans) Implementing small-size classes and focusing on mutual communication, we did well-tailored education to individual students. Therefore, the plan was almost completed.		

		(iii)- 1	In "Graduation Research Seminars," "Graduation Research," "Special Workshops" and "Practical Training/Workshops," carry out small-group instruction which emphasizes on mutual communication.		(FY 2017 Implementation Status) In Graduation Research, Practical Training/Workshops, etc., we carried out small group instruction which emphasizes on mutual communication. The Department of Early Childhood Education has two mandatory foundation courses at the 1st year. Mutual communication at a small-class size was quite supportive for learning and life.		B	B
(iii)- 2	Develop diverse teaching methods, taking into account effective use of audio-visual materials, computers and network machines, etc.			44 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) a. Based on the "class evaluation by students," learning and instruction method was verified. Through FD activities, improvement was promoted. b. ICT was used for teaching. Efficient and effective conduct of classes was implemented. Visual aids for education were used effectively and efficiently. We used clicker and other network devices more often. At the Department of Early Childhood Education, students worked on making electric version of picture-card show in the course "Expression". c. At the New Student Computer Guidance, we accounted for how to use internal portal site; Pota. We promoted use of the portal site for overall campus life. We conducted information/network literacy education. "Movies for knowing information security measures" was used for security measure training in order to increase media literacy skills. (FY 2017 Implementation Status) a. Based on the "class evaluation by students," problems of teaching method was verified. Through FD activities, etc., each faculty member worked to make improvements. b. Teaching methods utilizing ICT devices were developed. We also promoted investigation/discussion on new methods for utilizing them. For promoting effective utilization of visual aids for education, we made efforts to increase the use of network devices including projectors, PCs, and clicker. c. At the New Student Computer Guidance, we explained how to use internal portal site; Pota. We promoted use of the portal site for overall campus life. We conducted information/network literacy education. A video "Movies for understanding information security measures" was used for security measure training in order to increase media literacy skills.	(Achievement Level of Mid-term Plans) We promoted various teaching methods including those utilizing AV materials, computer network devices, etc. Therefore, the plan was almost achieved.		
		(iii)- 2	a. Conduct evaluation of all courses by students, clarify issues in teaching methods, and work to improve teaching methods through FD activities. Further, try more active operation of the "FD activities." b. Deploy teaching methods using various ICT equipment, and look into innovative use of such equipment in order to proceed a trial use.				B	B
(iii)- 3	In order to help students develop their communication skills, provide students with various learning opportunities, such as internship programs, student-participatory and hands-on education.			45 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) a. Internship Preliminary Explanatory Session was conducted at each division. Before conducting internships, preliminary instruction session was also given. The number of participant companies/students in spring/summer internships keeps its increasing trend. These opportunities made students to gain views toward occupation and works. In the second semester, we held Internship Report Session by inviting personnel from the institutes accepting interns. In this event, students who participated in internships gave a report and proactively exchanged opinions with the institutes. b. In FY2015, the Local Hands-on Research Project was established. Graduation Research Seminar, exercises, local project exercises, and revitalization support special exercise were conducted. Student-led practical education and hands-on education were promoted as further proactive and enhanced activities. The result was released at report sessions and open presentation session in local areas in addition to publicity on the Web, newspaper, TV, etc.	(Achievement Level of Mid-term Plans) Implementation of internship, student-led practical education, and hands-on education were provided to students as various learning opportunities. It contributed on increasing communication skills among students. Therefore, the plan was achieved.		

		(iii)- 3	Help students develop their communication skills through practical student-participatory education (surveys, opinion exchange sessions, achievement presentations, etc. at outside organizations concerned/in the target regions) in "Graduation Research Seminars," "Exercise Classes," "Regional Project Workshops," and "Special Workshops for Revitalization Support."		(FY 2017 Implementation Status) a. Internship Preliminary Explanatory Session was conducted at each division. We added explanations about "F-turn internship promotion project" organized by Fukushima Prefecture. Before conducting internships, we conducted preliminary instruction sessions. 42 companies and 36 students participated in spring internship, and 106 companies and 86 students participated in summer internship. These opportunities made students to gain views toward occupation and works. In the second semester, we held Internship Report Session by inviting personnel from the institutes accepting interns. In this event, students who participated in internships gave a report and proactively exchanged opinions with the institutes. b. Through the "Local Hands-on Research Project", we further enhanced and promoted the proactive activity of the student-led practical education and hands-on education (including investigation, exchange of opinions, achievement report presentations, etc.) which are implemented in Graduation Research Seminar, exercises, regional project exercises and Revitalization Support Special Exercises. These results were released at report sessions and open presentation session held on campus and in local areas, as well as posting on the web, newspaper ads, TV, exhibitions, etc.				B	B
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3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION																																																	
					Status of Achievement and Reasons								Evaluation																																									
Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A		B		C		D		MID-TERM	ANNUAL																																							
	1. Measures for Achievement of Goals regarding Education		1. Measures for Achievement of Goals regarding Education		ANNUAL	A		B		C		D																																										
	(3) Measures for achievement of goals regarding systems/organizations for conducting education		(3) Measures for achievement of goals regarding systems/organizations for conducting education		MID-TERM	A	3	B	8	C	0	D	0																																									
					ANNUAL	A	3	B	8	C	0	D	0																																									
					MID-TERM	A	3	B	8	C	0	D	0																																									
					ANNUAL	A	3	B	8	C	0	D	0																																									
A	The University of Aizu	A	The University of Aizu																																																			
(i)	Flexibly assign faculty and administrative staff, while reviewing the current structure of the Undergraduate School to match it with the undergraduate curriculum.			46 GAS		(Summary of Implementation Status from FY 2012 to FY 2016) We strived to assign faculty members to proper positions based on the opinions from the undergraduate school, the graduate school, etc., and employed faculty members through international open recruitment each fiscal year in order to build a system for providing high -quality educations.					(Achievement Level of Mid-term Plans) We appropriately assigned faculty members to positions on the intentions from the undergraduate school, graduate school, etc. each fiscal year. As such, we achieved the plan as written.																																											
		(i)	Flexibly assign faculty members based on the plans of the Undergraduate and Graduate Schools.			(FY 2017 Implementation Status) We strived to assign faculty members to proper positions in the structure of laboratories by taking the factors such as retirements into consideration, and employed five faculty members through international open recruitment.																																																
						<table><tr><td></td><td>Assignment</td><td>yoy</td></tr><tr><td>Computer Science Division</td><td>9 laboratories 27 instructors</td><td>+1</td></tr><tr><td>Computer Engineering Division</td><td>8 laboratories 21 instructors</td><td>+2</td></tr><tr><td>Information System Division</td><td>10 laboratories 31 instructors</td><td>+2</td></tr><tr><td>Center for Cultural Research and Study</td><td>7 instructors</td><td></td></tr><tr><td>Center for Language Research</td><td>11 instructors</td><td>+1</td></tr><tr><td>University Business Innovation Center</td><td>3 instructors</td><td>+1</td></tr><tr><td>Office for Planning and Management</td><td>3 instructors</td><td></td></tr><tr><td>Student Affairs Division</td><td>1 instructors</td><td></td></tr><tr><td>Revitalization Center</td><td>4 instructors</td><td></td></tr><tr><td>Center for Globalization</td><td>3 instructors</td><td></td></tr><tr><td>University President</td><td>1 instructors</td><td></td></tr><tr><td>Total</td><td>112 instructors</td><td>+3</td></tr></table>						Assignment	yoy	Computer Science Division	9 laboratories 27 instructors	+1	Computer Engineering Division	8 laboratories 21 instructors	+2	Information System Division	10 laboratories 31 instructors	+2	Center for Cultural Research and Study	7 instructors		Center for Language Research	11 instructors	+1	University Business Innovation Center	3 instructors	+1	Office for Planning and Management	3 instructors		Student Affairs Division	1 instructors		Revitalization Center	4 instructors		Center for Globalization	3 instructors		University President	1 instructors		Total	112 instructors	+3					
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Total	112 instructors	+3																																																				
(ii)	Systematically promote faculty search from international perspectives to maintain the system to offer high quality education.			47 GAS		(Summary of Implementation Status from FY 2012 to FY 2016) We employed faculty members through international open recruitment each fiscal year.					(Achievement Level of Mid-term Plans) We were able to recruit excellent faculty members through international open recruitment. As such, we achieved the plan as written.																																											
						<table><tr><td colspan="5">Recruitment status in international public offering</td></tr><tr><td>AY2012</td><td>AY2013</td><td>AY2014</td><td>AY2015</td><td>AY2016</td></tr><tr><td>9</td><td>5</td><td>2</td><td>10</td><td>6</td></tr></table>					Recruitment status in international public offering					AY2012	AY2013	AY2014	AY2015	AY2016	9	5	2	10	6																													
Recruitment status in international public offering																																																						
AY2012	AY2013	AY2014	AY2015	AY2016																																																		
9	5	2	10	6																																																		

		(ii)	Recruit excellent faculty through the international open application system.			(FY 2017 Implementation Status) We employed five faculty members through international open recruitment. ○Newly Employed Faculty members <table><tr><td></td><td>Recruited</td><td>Applicants</td></tr><tr><td>Information System Division</td><td>1(China)</td><td rowspan="2">56</td></tr><tr><td>Center for Cultural Research and Study</td><td>2(Japan,China)</td></tr><tr><td>Center for Language Research</td><td>1(UK)</td><td>32</td></tr><tr><td>Revitalization Center</td><td>1(Japan)</td><td>1</td></tr></table>		Recruited	Applicants	Information System Division	1(China)	56	Center for Cultural Research and Study	2(Japan,China)	Center for Language Research	1(UK)	32	Revitalization Center	1(Japan)	1		B	B
	Recruited	Applicants																					
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Center for Language Research	1(UK)	32																					
Revitalization Center	1(Japan)	1																					
(iii)	Practical measures for encouraging faculty to improve their pedagogical capabilities	(iii)	Practical measures for encouraging faculty to improve their pedagogical capabilities																				
a	a. The Committee for Promotion of Faculty Development (FD) shall continue discussion on how to promote faculty development. Also conduct student class evaluations on a regular basis, for which results will be shared with faculty members teaching relevant courses, for improvement and advancement of the educational quality.			48 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) During the period of AY2012 to AY2014, we discussed the better direction and concrete measures for the improvement of the faculty development, and conducted faculty development seminars by external lecturers. In order to create opportunities for university-wide discussions regarding active learning, three the UoA faculty members reported their experiences of using active learning system at the training sessions provided by visiting lecturers in AY2015. We held student meetings for faculty development twice in AY2016. In regard to the improvement of the class evaluation system, we decided to disclose the individual results within the university in addition to the summary of evaluation results, which had been previously disclosed. Additionally, we held lectures, training sessions, and open classes.	(Achievement Level of Mid-term Plans) The faculty development committee made a project plan and properly conducted some activities for FD while checking the progress at the later committee meetings. We provided, we held open classes and conducted student class evaluation. In order to improve educational quality, we provided necessary information.																	
	a				Under the leadership of the "Committee for Promotion of Faculty Development," continue discussion on effective FD activities, leading to concrete proposals for improving class content and teaching methods. In particular, besides aiming to hold student FD meetings, aim to improve the awareness of improving classes amongst faculty members by having faculty members observe each others classes. Further, in order to increase response rate of student class evaluations, make sure that all students and faculty members are aware that evaluations are being conducted, and call for cooperation regarding the conduction of said evaluations.				(FY 2017 Implementation Status) The Committee for the Faculty Development provided opportunities for the improvement of class content and methods by organizing an open class week during each quarter so that faculty members can observe other classes. We held student meetings for the faculty development (student meeting) twice. In order to improve the answer rate of the evaluation, we informed every faculty members and students about student class evaluation and reconsidered the evaluation method.														
b	b. Increase transparency in education through improvement of the quality of syllabuses, fair grading policies, disclosure of past exam questions, etc.			49 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) We tried to improve the content of syllabi by continuously conducting activities for the moderation of syllabi until AY2015. In addition, since there are some classes which are taught by multiple faculty members and the evaluation criterions are not unified, we almost achieved to unify all items of the syllabi in AY2016. The evaluation methods between classes in the same course were discussed at the academic affair committee meeting and it was reported at the faculty assembly meeting.	(Achievement Level of Mid-term Plans) Previously, the description method for writing the syllabi were not unified between classes. In order to improve the quality of syllabi, we unified the description method of writing contents such as evaluation criterions in all syllabi, and it improved the transparency of the syllabi																	
	b				To promote fair evaluation methods, aim to unify evaluation methods between multiple instructors of the same course. Further, make sure that the content designed by the university is cleary stated in syllabi.				(FY 2017 Implementation Status) To grade students' academic performance fairly, we instructed each of faculty members who teach the same course with other faculty members to unify their evaluation criterions of the course. In addition, for the improvement of the syllabi, we discussed the content of syllabi such as evaluation method which should be specified in the syllabi. The all content written in the syllabi was confirmed and corrected by faculty members from the working group, etc. if there were any errors.														
								B	B														

(iv)	Continue improving computer network systems of the University to increase students' usability and motivation to study.			50 ISTC		(Summary of Implementation Status from FY 2012 to FY 2016) Since AY2012, one of the computer system 1, 2, and 3 was successively updated every year, and the network system was updated in AY2015. When the network system was updated in AY2012, we introduced campus wireless network system. By conducting system updates and environmental arrangement in a systematic manner such as the reinforcement of the external connection to 10G in April 2016, renewal of terminals for students and faculty members and promoting the virtual server system while updating computer system 1 in March 2017, we provided and improved environment necessary for education and research. Additionally, we continued to discuss the modality of the computer systems.	(Achievement Level of Mid-term Plans) Based on the discussion on the modality of the educational computer environment and the trend of computer technology, we have been promoting to create an ideal environment for the characteristic and the educational purposes of the university. We successfully improved study environment by reviewing and optimizing the terminal and sever arrangement for the formulation of the requirement when each system was obtained, and continuing the maintenances of educational software, etc. Because of the fact that we greatly cut the budget without making the level of environmental improvement lower, we assume that our performances were more than what we planned in the mid-term plan.			
		(iv)	Taking into account the latest IT trends,investigate and propose the computer/network environment necessary for nurturing the specialists who represent the future of computer science and engineering. Further, improve the computer systems in Computer Exercise Rooms 1 and 2, CALL 1 and 2, Hardware Workshops 1, 2, 3, and 4, lecture rooms, and faculty offices.			(FY 2017 Implementation Status) We created a modern educational and research environment by updating computer system 2 and 3 (used for mail system, file server, exercise room 3,4,5, and 6, iLab 1 and 2, and CALL1 and 2.) In addition, we successfully made a massive cut in the budget by reviewing the procurement specifications. We promoted maintenances to reinforce external connections in April 2018.				
B	The Junior College	B	The Junior College						A	A
(i)	In order to improve the educational methods and contents, increase flexibility in positioning of faculty and administrative staff from an overall perspective.			51 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) 'We assigned instructors necessary for offering general courses (11 courses by faculty members from each department and 23 courses by part-time lecturers.)	(Achievement Level of Mid-term Plans) By assigning faculty members flexibly from the point of university' s view, we improved educational methods, contents, etc. As such, we mostly achieved the plan as written.			
		(i)	To develop human resource based on local needs, flexibly assign faculty members to basic general education/elective courses, from a comprehensive perspective. Enrich the implementation system of education.			(FY 2017 Implementation Status) We assigned instructors necessary for offering general courses (11 courses by faculty members from each department and 25 courses by part-time lecturers.)				
(ii)	Strengthen interdepartmental collaboration in education.			52 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) We actively conducted graduation works with interdepartmental collaboration. Additionally, in the Regional Project Exercise course established as a general course for all departments, we promoted mutual interdepartmental collaboration in reference to the contract projects of the center for the regional vitalization.	(Achievement Level of Mid-term Plans) We actively conducted graduation works with interdepartmental collaboration and promoted the mutual interdepartmental collaboration in the Regional Project Exercise course established as a general course for all department. As such, we achieved the plan as written.			
		(ii)	(ii-1) Through the courses, "Graduation Research," "Regional Project Workshops" and "Special Workshops for Revitalization Support," promote educational collaboration among departments. (ii-2) Make efforts to deepen inter-department educational collaboration via projects conducted by the Center for Rejuvenation of Local Communities.			(FY 2017 Implementation Status) (b-1) We conducted graduation works, etc. with interdepartmental collaboration. In addition, we strived for the interdepartmental collaboration by establishing the Regional Project Exercise course as a general course for all department. (b-2) In the Regional Practical Research Project of the center for vitalization, we also strived for interdepartmental collaboration in order to comply with contents of the project while improving educational contents related to the region through a practical learning and education.			A	A

(iii)	In order to promote effective and efficient education, carry out necessary innovation and improvement of facilities, equipment, materials and information, etc.		53 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) For the realization of effective and efficient education, we promoted ICT and reformed the infrastructure such as network, PCs, servers within the planned period. We improved classroom environment in particular such as instruction and wireless LAN environment in order to be able to correspond to various media and mobile devices. In addition, we reinforced network connections for the educational expansion by utilizing cloud system. While striving for the stable operation of the system after operation, we formulated the system specification by utilizing ICT based on the technology trend for the system update in FY2018.	(Achievement Level of Mid-term Plans) Including the preparation of the new system scheduled to be operated in FY2018, we proceeded the introduction and operation of the current system properly. As such, we achieved the plan as written.		
		(iii) Maintain a stable operation which allows students, faculty and administrative staff to use various information equipment freely on campus. Collect information on facilities, equipment and their operation/management methods for next generation ICT-based education. Meanwhile, set up an investigative committee and hold a meeting of specifications of the next system for its operation in FY 2018.		(FY 2017 Implementation Status) In the last year of using the current system, we maintained the stable information environment without occurring any big troubles. With regard to the new system scheduled to be operated in FY2018, we held the System Deliberation Committee meeting. At the meeting, we formulated specifications for each of academic administration system and infrastructure system, and decided a provider through technical examinations. When formulating the specifications, we successfully made the academic administration system to correspond multi-devices, data federation between admission and registration data strengthened, etc. In addition, we successfully reflected the efficiency and rapidity of operations management of computers at the exercise rooms into the infrastructure system.			
(iv)	Make use of various evaluation results for improvement of class activities, teaching methods, assessment standards, and learning goals, and increase the quality and transparency in education.		54 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We made improvements necessary for class contents, teaching methods, evaluation criterions, learning attainment target, etc. based on the review by utilizing the result of student evaluation on classes, the university, etc. and studies at various seminars as one of FD activities. We also strived to improve educational quality and transparency.	(Achievement Level of Mid-term Plans) We followed the plan and mostly achieved the plan as written.		
		(iv) Increase the quality and transparency in education while each faculty member makes use of "student class evaluations" and "student College evaluations" for improvement of class activities, teaching methods, assessment criteria and attainment targets.		(FY 2017 Implementation Status) Each faculty member made improvements necessary for class contents, teaching methods, evaluation criterions, learning attainment target, etc. based on studies through the FD activities such as participating in seminars regarding active learning system and the evaluation results of student evaluation on classes, the university, etc. to improve educational quality and transparency.			
(v)	Organize FD seminars and open classes, aiming at advancement of teaching skills.		55 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We developed the FD activities utilized the features of the UoA by the introduction of a supplemental tool, Clicker for providing smooth and efficient classes and distributing a FD idea collection book which is summarized the ideas regarding FD given by each faculty to all faculty members. Additionally, in order to improve faculty members' ability to lead students in research ethics and mental health, we proactively held seminars offered by external lecturers and over 90% of faculty members participated in the seminar	(Achievement Level of Mid-term Plans) We followed the plan and mostly achieved the plan as written.		

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION																													
					Status of Achievement and Reasons								Evaluation																					
Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A		B		C		D		MID-TERM	ANNUAL																			
	1. Measures for Achievement of Goals regarding Education		1. Measures for Achievement of Goals regarding Education		ANNUAL	A		B		C		D																						
	(4) Measures for achievement of goals regarding student support		(4) Measures for achievement of goals regarding student support		MID-TERM	A	6	B	21	C	0	D	0																					
					ANNUAL	A	7	B	20	C	0	D	0																					
	A (i)		A Specific measures for improvement of support systems for learning, life-styles, and extracurricular activities based on students' various needs (i) The University of Aizu		A (i)	A Specific measures for improvement of support systems for learning, life-styles, and extracurricular activities based on students' various needs (i) The University of Aizu																												
a-1	The undergraduate education should support not only students' learning, but also their personality and ability development. For this purpose, make use of the "class mentor system" and "office-hour system" to detect students experiencing severe difficulty with poor academic performance. In addition to these systems, another learning support scheme, "student advisor system," shall be started.			57 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) By introduction of the Class-mentor system for the 1st and 2nd-year students, we had class mentors joined the student educational support. We conducted consultations with students on a regular basis in order to check students' school life and to give them advices accordingly. In addition, we made a judgement that we should push up the schedule of assigning students to GT supervisors which is usually scheduled in July of the third school year, and it would be appropriate for us to assign GT supervisors as mentors for the students in the third school year and after. In order to assign students to GT supervisor in April of their third school year, we decided to make a decision on the assignment of the GT supervisors in the second semester of the 2nd-year students. For students, we provided advices on the allocation of GT supervisors, etc. during office hours, and Learning Support Staff members of the Learning Support Office, TAs, and SAs also provided advices on students' study plans, etc. For the early detection and care of students with poor academic performance, we conducted consultations with those students while cooperating with class mentors, the Learning Support Staff members, the school counselor, school nurse, and career counselors as needed. Additionally, we requested the class mentors to increase the number of implementing consultation with their students. Number of Students with Poor Performance <table><tr><td></td><td>1st term</td><td>2nd term</td></tr><tr><td>AY2012</td><td>187</td><td>175</td></tr><tr><td>AY2013</td><td>161</td><td>171</td></tr><tr><td>AY2014</td><td>161</td><td>160</td></tr><tr><td>AY2015</td><td>159</td><td>158</td></tr><tr><td>AY2016</td><td>134</td><td>133</td></tr></table>									1st term	2nd term	AY2012	187	175	AY2013	161	171	AY2014	161	160	AY2015	159	158	AY2016	134	133	(Achievement Level of Mid-term Plans) By introduction of the Class-mentor system for the 1st and 2nd-year students, we had class mentors joined the student educational support. We conducted consultations with students on a regular basis in order to check students' school life and to give them advices accordingly. For students, we provided advices on the allocation of GT supervisors, etc. during office hours, and Learning Support Staff members of the Learning Support Office, TAs, and SAs also provided advices on students' study plans, etc. For the early detection and care of students with poor academic performance, we conducted consultations with those students while cooperating with class mentors, the Learning Support Staff members, the school counselor, school nurse, and career counselors as needed.			
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a-1	Continue discussions regarding the introduction of the creation of freshman education courses for new students, and the introduction of the mentor system. Further, aim at sharing information between each relevant section and strive to implement more prompt student support.	(FY 2017 Implementation Status) Educational subjects for the 1st-year students will be offered in 2018. With regard to early detection and care of students with poor academic performance, we strived to support those students promptly by sharing the information on the results of consultation with students with relevant people. Number of Students with Poor Academic Performance <table><tr><td></td><td>1st term</td><td>2nd term</td></tr><tr><td>AY2017</td><td>123</td><td>116</td></tr></table>									1st term	2nd term	AY2017	123	116			B	B															
	1st term	2nd term																																
AY2017	123	116																																

a-2	Also, provide students with learning support and advice on course planning, making use of the Office for Learning Support. The Office for Learning Support is open on a steady basis and has learning support staff and teaching assistants (TAs). Functions of the Office for Learning Support shall be further improved.	58 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) In order to offer learning support through business hours of the Learning Support Office on weekends and math supplemental lectures just before exam terms, Learning Support Staff, TA, and SA were assigned. Questionnaire was conducted. Discussion was conducted for enhancing supports. As a place to practice presentation for academic conferences and graduation theses, LT Talks were held several times after FY2015. Number of Users, etc. Open Hours: 9:00a.m.-7:00p.m. on weekdays (Open hours for weekends are determined separately) <table><tr><td></td><td>Students</td><td>Students/Month</td></tr><tr><td>AY2012</td><td>3,652</td><td>304</td></tr><tr><td>AY2013</td><td>4,678</td><td>389</td></tr><tr><td>AY2014</td><td>3,853</td><td>321</td></tr><tr><td>AY2015</td><td>3,231</td><td>269</td></tr><tr><td>AY2016</td><td>4,198</td><td>350</td></tr></table> Survey Results Purpose of Utilization <table><tr><td></td><td>Questions</td><td>Self-learning</td><td>Use of WS</td></tr><tr><td>AY2013</td><td>55.6%</td><td>22.8%</td><td>6.5%</td></tr><tr><td>AY2014</td><td>61.3%</td><td>17.5%</td><td>4.8%</td></tr><tr><td>AY2015</td><td>60.5%</td><td>15.7%</td><td>2.5%</td></tr><tr><td>AY2016</td><td>64.0%</td><td>15.3%</td><td>1.3%</td></tr></table> Satisfaction Rate <table><tr><td></td><td>Satisfied</td><td>Average</td><td>Unsatisfied</td></tr><tr><td>AY2013</td><td>85.2%</td><td>12.7%</td><td>2.2%</td></tr><tr><td>AY2014</td><td>85.5%</td><td>11.6%</td><td>2.9%</td></tr><tr><td>AY2015</td><td>88.9%</td><td>8.7%</td><td>2.4%</td></tr><tr><td>AY2016</td><td>89.4%</td><td>4.3%</td><td>0.6%</td></tr></table>		Students	Students/Month	AY2012	3,652	304	AY2013	4,678	389	AY2014	3,853	321	AY2015	3,231	269	AY2016	4,198	350		Questions	Self-learning	Use of WS	AY2013	55.6%	22.8%	6.5%	AY2014	61.3%	17.5%	4.8%	AY2015	60.5%	15.7%	2.5%	AY2016	64.0%	15.3%	1.3%		Satisfied	Average	Unsatisfied	AY2013	85.2%	12.7%	2.2%	AY2014	85.5%	11.6%	2.9%	AY2015	88.9%	8.7%	2.4%	AY2016	89.4%	4.3%	0.6%	(Achievement Level of Mid-term Plans) We achieved the plan as written.
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AY2015	88.9%	8.7%	2.4%																																																											
AY2016	89.4%	4.3%	0.6%																																																											
a-2	(a) Open the "Office for Learning Support" from the 1st class period to one hour after the last class period. Further, station learning support staff and TAs and SAs (student advisors) to provide learning support to students, such as pre-exam makeup classes and opening the office on Saturdays. (b) Conduct surveys of students who use the services and ask their opinions. Further, discuss ways to further improve the support provided. (c) In order to allow it to serve a double function as the Office for Global Learning Support, hire TAs and SAs who speak English.		(FY 2017 Implementation Status) (a) While utilizing TAs/SAs (student advisors), the two of Learning Support Staff from the Learning Support Office supported students who have fears or anxiety about their condition of learning. We continued to open classrooms on weekends during examination period, provide supplemental classes of Mathematics, and hold LT Talks. Number of Users, etc. *As of the end of February Open <table><tr><td></td><td>students</td><td>Students/Month</td></tr><tr><td>AY2017</td><td>6,324</td><td>527</td></tr></table> (b) In order to improve students support, we corrected a basic date through the surveys with student users and directly held hearings with students. In addition, because there were many questions regarding programming, we provided supplemental lectures of programming in addition to those of Mathematic in FY2017. - Result of User Survey Purpose of Utilization *As of the end of February <table><tr><td></td><td>Questions</td><td>Self-learning</td><td>Use of WS</td></tr><tr><td>AY2017</td><td>46.9%</td><td>27.6%</td><td>2.3%</td></tr></table> Satisfaction Level *As of the end of February <table><tr><td></td><td>Satisfied</td><td>Average</td><td>Unsatisfied</td></tr><tr><td>AY2017</td><td>88.4%</td><td>5.8%</td><td>1.3%</td></tr></table> (c) We employed students who are proficient in English as a SA or TA. Additionally, it was decided that Learning Support Staff members will answer questions, etc. from international students, however, there was not many international students visited at the Learning Support Office.		students	Students/Month	AY2017	6,324	527		Questions	Self-learning	Use of WS	AY2017	46.9%	27.6%	2.3%		Satisfied	Average	Unsatisfied	AY2017	88.4%	5.8%	1.3%																																					
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b	With regard to lifestyle and health counseling, a counselor (Student Consultation Room), a nurse (Medical Treatment Room), Grievance Counselors (Grievance Counseling Office, Grievance Processing Committee), Counselor for Sexual Harassment (Committee for Prevention of Sexual harassment) and staff members of the Student Affairs Division shall cooperatively work for students. Discuss establishment of a more efficient counseling system.		59 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) Appropriate advice was provided corresponding to individual students at the Nurse's Office and the Student Counseling Office. When SAD staff members talked to students, they asked the nurse and/or the counselor to sit in as necessary to promote cooperation among staff members concerned. Further, at the Student Support Working Group meetings held in line with implementation of the student lifestyle survey, members of the WG exchanged opinions on the trend of current students and individual matters to share information.	(Achievement Level of Mid-term Plans) We achieved the plan as written.		
		b In order to provide students with effective support, the Student Counselor, nurse, Grievance Counselors, faculty, and Student Affairs Division staff should collaborate to respond to students in need of support. Further, hold meetings of the student support working group as needed in order to share information between each of these staff members.		(FY 2017 Implementation Status) Nurse's Office: Students were provided coaching and consultation to keep in shape. Counseling Office: Counseling regarding concerns and trouble of students in everyday school life was provided. We continued having staff members concerned sit in to promote their cooperation when students were provided face-to-face counseling. In addition, a shared holder was created to make previous record of consultation accessible for quick check in an effort to share information among them.			
c	Basically, counseling shall be done on a student-counselor basis. However, in order to detect and care students experiencing difficulties in their lifestyles at an early juncture, adequate information shall be forwarded to their guardians at an adequate juncture, so that guardians can also grasp situations through consultation, etc.		60 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) Based on academic performance per semester, we had face to face-meetings with underachieving students. We provided relevant information to their guardians asking them to sit in the talks with the students as well. We had the counselor, nurse, staff of the Office for Learning Support and faculty members concerned sit in with students as needed to promote their cooperation. In line with the university festival, the explanatory meetings and individual consultation sessions, etc. were held in cooperation with the Supporters' Association.	(Achievement Level of Mid-term Plans) We achieved the plan as written.		
		c (c-1) Depending on grades of each semester, meet with relevant students to talk about their difficulties. If necessary, the Student Affairs Division, the Student Counselor, the Office for Learning Support and students' guardians will work together to solve problems. (c-2) Cooperating with the UoA Support Association and Alumni Association, hold meetings to exchange opinions with students and guardians, taking the opportunity of the University Festival, and share information.		(FY 2017 Implementation Status) (c-1) In order to prevent and to take measures for academic underachievement, the Student Affairs Division, faculty members, the Student Counseling Office, Office for Learning Support and Office for Employment Support strived to share information, closely communicated each other and cooperatively provided students with optimal instructions. Further, we provided guardians with necessary information as needed and asked them to sit in the face-to-face talk with their child to promote cooperation each other. (c-2) As part of the university festival, the explanatory meeting for university-bound students, the job-seeking explanatory meeting for parents and individual consultation meetings were held in cooperation with the Supporters' Association and the Alumni Association.			

d	Make efforts to reduce students' financial strain.	61 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) Tuition waiver, targeting at victims of the earthquake disaster as well, was implemented within the budget. Since FY2015, the ratio of the total amount for tuition waiver has been expanded from 2.0% to 2.5% of the tuition income budget. Doctoral students within the standard enrollment years were commissioned as RAs based on applications made by faculty members. We supported students by making use of a variety of scholarship programs, providing students with relevant information in a timely manner. - DDP Scholarship Program (The number of students who received the scholarship and who were exempted from tuition in the table shows the total number of students, respectively.)<table><tr><td></td><td>Received the scholarship</td><td>Exempted from admission fee</td><td>Exempted from tuition</td></tr><tr><td>AY2012</td><td>3</td><td>2</td><td>3</td></tr><tr><td>AY2013</td><td>4</td><td>2</td><td>4</td></tr><tr><td>AY2014</td><td>2</td><td>2</td><td>2</td></tr><tr><td>AY2015</td><td>4</td><td>2</td><td>4</td></tr><tr><td>AY2016</td><td>7</td><td>5</td><td>7</td></tr></table> - International IT Nisshinkan Scholarship Program (The number in the table shows the total number of students for each categories.) *The number of students who were exempted from the tuitions in this category was integrated into those in the DDP category.<table><tr><td></td><td>Received the scholarship</td><td>Exempted from tuition</td></tr><tr><td>AY2012</td><td>-</td><td>-</td></tr><tr><td>AY2013</td><td>2</td><td>2</td></tr><tr><td>AY2014</td><td>2</td><td>2</td></tr><tr><td>AY2015</td><td>3</td><td>3</td></tr><tr><td>AY2016</td><td>1</td><td>-</td></tr></table> - Number of Integrated Five-year Program Scholarship Recipients<table><tr><td></td><td>programA</td><td>programB</td></tr><tr><td>AY2012</td><td>3</td><td>5</td></tr><tr><td>AY2013</td><td>-</td><td>4</td></tr><tr><td>AY2014</td><td>3</td><td>3</td></tr><tr><td>AY2015</td><td>3</td><td>5</td></tr><tr><td>AY2016</td><td>1</td><td>8</td></tr></table>		Received the scholarship	Exempted from admission fee	Exempted from tuition	AY2012	3	2	3	AY2013	4	2	4	AY2014	2	2	2	AY2015	4	2	4	AY2016	7	5	7		Received the scholarship	Exempted from tuition	AY2012	-	-	AY2013	2	2	AY2014	2	2	AY2015	3	3	AY2016	1	-		programA	programB	AY2012	3	5	AY2013	-	4	AY2014	3	3	AY2015	3	5	AY2016	1	8	(Achievement Level of Mid-term Plans) We achieved the plan as written.
	Received the scholarship		Exempted from admission fee	Exempted from tuition																																																												
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AY2016	1	8																																																														
d	(d-1) Maintain the tuition exemption measures for students, including those who are victims of disasters. (d-2) Implement the RA System. (d-3) Utilize scholarships for the Dual Degree Program, International IT Nisshinkan and the Five-Year Program.	(FY 2017 Implementation Status) (d-1) In order to take some of the financial burden off of students, the tuition waiver program was implemented. The tuition waiver was also implemented for victims of the Great East Japan Earthquake Disaster. (d-2) We actively utilized the RA System and had 27 doctoral students work as RAs. (d-3) -DDP Scholarship Program<table><tr><td></td><td>Received the scholarship</td><td>Exempted from admission fee</td><td>Exempted from tuition</td></tr><tr><td>AY2017</td><td>8</td><td>3</td><td>8</td></tr></table> - Number of Integrated Five-year Program Scholarship Recipients<table><tr><td></td><td>programA</td><td>programB</td></tr><tr><td>AY2017</td><td>2</td><td>9</td></tr></table>		Received the scholarship	Exempted from admission fee	Exempted from tuition	AY2017	8	3	8		programA	programB	AY2017	2	9	B																																															
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	programA	programB																																																														
AY2017	2	9																																																														

e	Proactively support students' extra-curricular activities, given that students learn social values and how to get along with people of different ages and characteristics through extra-curricular activities, and mature as human beings.		62 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) In order to improve students' school life and social action programs in cooperation with the UoA Supporters Association, we supported students in operating the Student Council, holding school festival, discounting breakfast ticket, and subsidizing expenses of encouraging students to improve their skills by using TOEIC exams, acquiring information processing certificate, etc., job searching activities, volunteer activities. With regard to commutation breakfast tickets in particular, we sold the ticket to students for 1,000-yen in December and January. The numbers of tickets sold were 166 in December and 104 in January. It led to improve students' eating habits and increase in the percentage of students' attendances in classes. Additionally, we assigned assistants for Somei House residences at Somei House in order to support and advise the residences for a smooth communal living and for the implementation of emergency drills for the Somei House residences.	(Achievement Level of Mid-term Plans) We achieved the plan as written.		
		e	Cooperate with the UoA Support Association, which is organized of students' guardians, and support students' extracurricular activities and their social contribution. Carry out support activities at Somei House and improve its facilities to help students develop their sociality through communal living.	(FY 2017 Implementation Status) In order to improve students' school life and social action programs in cooperation with the UoA Supporters Association, we continuously supported students in operating the Student Council, holding school festival, discounting breakfast ticket, and subsidizing expenses of encouraging students to improve their skills by using TOEIC exams, acquiring information processing certificate, etc., job searching activities, volunteer activities. With regard to commutation breakfast tickets, we sold the ticket to students for 2,000-yen during a period of April to October, for 2,500-yen after November. There was a month exceeding 100 in the number of tickets sold. It led to improve students' eating habits and increase in the percentage of students' attendances in classes. Additionally, we continuously assigned assistants for Somei House residences at Somei House in order to support and advise the residences for a smooth communal living and for the implementation of emergency drills for the Somei House residences.		B	B
f	Promote use of the "Lounge for International Exchange and Informal Discussion" for communication among international students, Japanese students, faculty and administrative staff members, and for exchange of various information. Also organize events to support international students.		63 OSIP	(Summary of Implementation Status from FY 2012 to FY 2016) At the Lounge for International Exchange and Informal Discussion, we proactively lent out learning materials of Japanese language for international students and conducted individual consultations of study abroad program. As a result, the number of students who were sent to abroad increased from 11 in FY2012 to 29 in FY2016. Additionally, by the active utilization of the Global Lounge, which was newly established in March of 2014, we were able to expand the opportunities not only for exchanging opinions between international and Japanese students, faculty and administrative staff members, but also for international exchange and multicultural exchange organized by students. A total numbers of participant students in those exchange events were 204 in FY2015 and 265 in FY2016. As such, the utilization of the Global Lounge on campus began to become common. In accordance with the establishment of the ICT Global Program All-English Undergraduate Course, we enhanced Japanese language education for international students and it currently helps daily life and future career path of international students.	(Achievement Level of Mid-term Plans) We achieved the plan as written.		

		f	Improve the depth and breadth of the Japanese language learning materials for international students displayed/lent out at the Lounge for International Exchange and Informal Discussion, as well as the information provision for Japanese students regarding study abroad opportunities. In addition, hold exchange events with Japanese students and faculty members, as well as Japanese language classes as a part of international student support. Further, proactively leverage the Global Lounge established in FY2015 and hold exchange events, etc. for international and Japanese students in order to provide more and better opportunities for student-led international exchange and cross-cultural experiences. In addition, establish the ocourses "Beginning Japanese I and II" for students participating in the ICT Global Program All-English Course.		(FY 2017 Implementation Status) The improvement of the study abroad fair and other international exchange activities helped the significance of the Lounge for International Exchange and the Global Lounge seep into students. The number of cases of consultation on international students' daily lives and on Japanese students' study abroad exceeded 100 (FY2016:90 cases.) As for Japanese language education, Japanese classes were started as regular courses for international students enrolled in the ICT Global Program All-English Course.		A	A
g	Work together with the Support Association for International Students of the University of Aizu (SAISUA) and other outside organizations to support international students.		64 OSIP	(Summary of Implementation Status from FY 2012 to FY 2016) For international students, we provide scholarship and subsidize their National Health Insurance expenses in cooperation with SAISUA. In addition, we provided regional livelihood support to the students by offering orientation for international students, Japanese language training seminars, etc. in cooperation with the Aizu Wakamatsu International Exchange Association. In accordance with the admission of international students to the UoA undergraduate school since FY2016, we established a new supporting system for international students, the Buddy Program System that Japanese students support international students as their buddies.	(Achievement Level of Mid-term Plans) We achieved the plan as written.		A	A
		g		(FY 2017 Implementation Status) For international students, we continuously strived to provide scholarship and subsidize their National Health Insurance expenses in cooperation with SAISUA. In addition, we improved orientation for international students and Japanese language training seminars, etc. in cooperation with the Aizu Wakamatsu International Exchange Association. The Buddy Program 2016: Foreign students 11, Japanese students 16 2017: Foreign Students 16, Japanese students 18			A	A
h	Organize occasions for informal discussion and exchange of opinions among international students, local people and companies.		65 OSIP	(Summary of Implementation Status from FY 2012 to FY 2016) The Center for Globalization mainly sent international and Japanese students to various international events requested by SAISUA, elementary schools, high schools and local government. By introducing culture and dietary life of their home countries, we contributed in an increase of people's interests in international exchanges and foreign language. Also, the international students participated in the events were able to deepen in understanding of different cultures by learning Japanese culture.	(Achievement Level of Mid-term Plans) We achieved the plan as written		A	A

		h	The Center for Strategy of International Programs and the Support Association for International Students of the University of Aizu (SAISUA) will collaborate to hold various exchange events, aiming to promote exchange between international students local residents, etc., in order to contribute to international exchange in the region.			(FY 2017 Implementation Status) We conducted the following 33 activities in total regarding the major local and international exchange of FY2017. - Community Revitalization Project with university students (We hosted 12 exchange events with people of Nakagoya community in Minami-aizu town and over 470 people from the community and the UoA students participated.) - At the UoA Open Campus held in Summer and Autumn, we opened the Office for Promotion of International Strategic Programs to public. International students introduced their home towns, and Japanese students who experienced study abroad made presentations about their experiences. - International students were invited to events and workshops hosted by Aizu-Wakamatsu International Association, etc., and they also proactively participated in other international exchange events.		B	A
(ii)	The Junior College	(ii)	The Junior College						
a	Correctly understand the actual conditions of students' life-styles and improve support for learning/life-styles/extra-curricular activities.			66	JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We conducted School Life Survey in April and strived to find actual condition of students' school life. By the result of the survey, we improved equipment and environment of student housing. (FY 2017 Implementation Status) We conducted School Life Survey in April and strived to find actual condition of students' school life. By the result of the survey, we improved equipment and environment of student housing.	(Achievement Level of Mid-term Plans) By finding actual condition of students' school life, we improved equipment, etc. of student housing. In addition, we guided and supported individual students through consultations. As such, we achieved the goal as written.	B	B
b	In order to strengthen the learning support, make improvements in library services, such as increasing the number of books, opening the Library on Saturdays, extending open hours and improving various retrieval systems.	a	Conduct the "survey regarding student lifestyles" in April and utilize survey results for support of students' everyday life. Try to support students' study and life by grasping the status of their part-time job, etc.	67	JCD	(Summary of Implementation Status from FY 2012 to FY 2016) For the improvement of the capacity of book stock to cope with the shortage of space in the library, there is no progress for the installation of movable bookshelves. We look into concrete measures every year to cope with this situation such as disposal of library material and future plans. We open the library on 13 Saturdays and 4 Sundays a year. In addition, we open the library until eight in the evening on over 150 days, and these efforts help student to study.	(Achievement Level of Mid-term Plans) In order to solve the fundamental problems, we have been actively under consideration for the measures such as reviewing book stock, installing movable bookshelves, etc. In addition, we opened the library for supporting students to study in outside hours, and improved various book searching systems. As such, we mostly achieved the plan as written.	B	B

		b (b-1) Continue to discuss installation of/make requests for movable book stacks to store more books and to strengthen the quake resistance of stacks. Also, due to the establishment of the Department of Early Childhood Education, relevant library materials will be prepared in a systematic manner. (b-2) Open the Library on 10 Saturdays and extend the open hours on 140 days a year to support students' studies. (b-3) Taking into account information exchange with libraries of other universities, work on better methods to offer information to students to promote use of our library. (b-4) Move ahead on the improvement of the Learning Commons.		(FY 2017 Implementation Status) 067. (FY 2017 Implementation Status) (b-1) We continued discussing on the movable bookshelves and found out floor spaces necessary for the allocation of books considering safe displaying. In order to consider measures for the shortage of spaces in the library, we also continued to widely discuss on the extension of the library building, building a new annex, allocating books at ISTC, etc. While discussing on the improvement of the capacity of book stock and on enhancement of the earthquake protection, we disposed 2,243 books and strived to organize books. (b-2) For helping students to study, we opened the university library on Saturdays and extended open hours. <table><tr><td>Open on Saturdays</td><td>Open on Sundays</td><td>Extend of open hours</td></tr><tr><td>10 days</td><td>5 days</td><td>140 days</td></tr></table> (b-3) We were assigned to a host of workshop for librarians by the Fukushima Library Council, and held a workshop in title "Librarians must know! Techniques of creating posters and POPs for attracting users "by faculty members who teach in designing classes at the UoA. (b-4) We continuously discussed on the ideas of an extension of the library building, building a new annex, etc. for the Learning Commons (a shared space for study.)	Open on Saturdays	Open on Sundays	Extend of open hours	10 days	5 days	140 days									
Open on Saturdays	Open on Sundays	Extend of open hours																	
10 days	5 days	140 days																	
c	Give students attentive support through office hours, individual-based consultation/instruction, and out-of-class instruction		68 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) By closely sharing students' information between faculty members, school counselor, and administrative staff members, they supported students for their study and students' life in general and solved students' various problems. Further, in order to improve the quality of support of students, we conducted workshops for faculty and administrative staff members (joint FD activities) with the theme of "How to Treat Students" in FY2015", "Announcement of the Act for Eliminating Discrimination against Physically and Mentally to Start in April 1, 2016" and "Understanding and Support of Sexual Minorities on Campus" in FY2016. <table><tr><td>AY2012</td><td>AY2013</td><td>AY2014</td><td>AY2015</td><td>AY2016</td></tr><tr><td>4,658</td><td>3,929</td><td>4,217</td><td>4,170</td><td>2,492</td></tr></table>	AY2012	AY2013	AY2014	AY2015	AY2016	4,658	3,929	4,217	4,170	2,492	(Achievement Level of Mid-term Plans) By utilizing of various opportunities such as office hours, consultation and guidance, guidance after school, we provided supports with sensitivities to individual students. Additionally, we strived for the improvement of the quality of supports for students by conducting workshops for faculty and administrative staff members (joint FD activities), etc. As such, we achieved the goal as written.				
AY2012	AY2013	AY2014	AY2015	AY2016															
4,658	3,929	4,217	4,170	2,492															

		c	(c-1) Members of the Academic Affairs and Welfare Services Committee, faculty in charge of seminars and Student Counselors work together to support students, making use of their office hours for individual consultations, etc. (c-2) Provide faculty and administrative staff with information necessary for counseling students in order to further improve the quality of our student support system. (c-3) Check issues of students counseling and conduct a training session for faculty members by cooperating with FD activities.		(FY 2017 Implementation Status) (c-1) By closely sharing students' information between faculty members, school counselor, and administrative staff members, they supported students for their study and students' life in general and solved students' various problems. There were 29 consultations with 1st-year students, 25 consultations with 2nd-year students in the first semester. The numbers of giving advices to students were 106 during office hours and 2,272 out of office hours. We also conducted consultation with students who are absent from the university for long term and supported them properly. (c-2) At department conferences of each department, all faculty members strived to share information on students who took absents more than three times during the quarter and find those students so that they can support the students promptly. (c-3) In order to find and solve issues that can occurs during consultation with students such as a lack of knowledge, we jointly conducted a workshop for faculty and administrative staff members with FD committee. (We used egogram sheet for the workshop of this fiscal year.) (c-4) For the improvement of the environment that students can feel comfortable to talk with us, we prepared a softly colored waiting room with friendly atmosphere. In addition, we discussed on the installation of a post for students to request a consultation with us.		B	B
d	Think of measures to reduce students' financial strain.			69 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We improved the tuition waiver system to support students having financial difficulties and took the continuous tuition wavier measure after FY2011 by 2% of the budget amount of tuition revenue for those affected by the Great East Japan Earthquake and the consequential nuclear accident, etc.	(Achievement Level of Mid-term Plans) In order to support students with learning difficulties due to financial reasons, we strived to inform the students about the system for exemption tuition and exempted their tuitions by using 2% of the tuition receipt budget. Further, we conducted reductions or exemptions of tuition for students who were suffered from the Great East Japan Earthquake and the consequential nuclear accident, etc. in FY2011,		
		d	Continue the tuition waiver system to support students having financial difficulties or those affected by the Great East Japan Earthquake and Fukushima Daiichi Nuclear Power Plant accidents.		(FY 2017 Implementation Status) In order to support students with learning difficulties due to financial reasons, we strived to inform the students about the system for exemption tuition and exempted tuitions of 17 students (20 students in total) by using 2% of the tuition receipt budget. Further, we conducted reduction or exemption of tuition for 14 students (28 students in total) who were suffered from the Great East Japan Earthquake and the consequential nuclear accident, etc.		B	B
e	Promote edification to prevent students from being victimized by vicious business such as confidence tricks and pyramid-selling schemes, etc., and for prevention of harassments.			70 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) At a new student guidance meeting we provided an explanation to students regarding illegal sales schemes, etc. and how to prevent these troubles, and had the police provide a lecture regarding prevention of crime. Also we conducted a survey on how students use social networking service and gave a lecture by an invited legal consultant regarding crime prevention and self-defense. We strived to enhance awareness of crime prevention and traffic safety, etc. by periodically sending messages to student via website and e-mail.	(Achievement Level of Mid-term Plans) e. With regard to vicious business practices, prevention of various harassment, utilization of social medias, road safety, etc., we increased students' awareness of crime prevention, road safety, etc. by providing lectures, explanations, advertisements, etc.		

		e	(e-1) Instruct students to beware of illegal sales schemes, etc. and how to prevent these troubles. (e-2) Guidance regarding crime prevention and self-defense shall be provided by the police. (e-3) Notify information regarding SNS's crime prevention, harassment, etc. and improve those knowledge.			(FY 2017 Implementation Status) (e-1,3) We organized a lecture by an invited legal consultant regarding use of SNS, illegal sales schemes, etc. and how to prevent these troubles at the guidance meeting in the second semester. (e-2) We had the police provide a lecture regarding self-defense and prevention of crime and traffic accidents at the newly admitted student guidance. We strived to enhance awareness of crime prevention and traffic safety, etc. by periodically sending messages to student via website and e-mail. (e-3) For students, we strived to increase their awareness of crime prevention, road safety, etc. by the information calling for attention through the UoA official website and email on a regular basis.		A	A																		
f	Support student-initiated activities such as extracurricular/student union/dormitory resident union activities from educational perspectives.	/		71 JCD	/	(Summary of Implementation Status from FY 2012 to FY 2016) Members of the AAC and Student Welfare and Guidance Committee and other relevant faculty members provided advices and support to the Student Government Association, clubs, the university festival, dormitory association, etc., leading to their spirited activities in terms of execution of budget and operation.	(Achievement Level of Mid-term Plans) We provided support from an educational point of view to the Student Government Association, clubs, the university festival, dormitory association, etc., leading to their spirited activities. Therefore, the plan was achieved.	B	B																		
	f					Support student club activities through faculty-administration support system.				(FY 2017 Implementation Status) Members of the AAC and Student Welfare and Guidance Committee and other relevant faculty members provided advices and support to the Student Government Association, clubs, the university festival, dormitory association, etc., leading to their spirited activities in terms of execution of budget and operation. Regarding the requests from dormitory association (regarding troubles and aging of the facilities), we took measures within a scope of budget.																	
B (i)	B Specific measures for achieving 100% employment rate for students seeking employment (i) The University of Aizu	B (i)	B Specific measures for achieving 100% employment rate for students seeking employment (i) The University of Aizu																								
a	Aim to achieve 100% employment rate for students seeking employment at private companies through providing career guidance suitable for individual students by creating a database integrating various data regarding students, and constructing a cyber career development system, using the employability portfolio.	/		72 SAD 【SHWS】	/	(Summary of Implementation Status from FY 2012 to FY 2016) As the students' use rate of the cyber job seeking system that was constructed in FY2011 was low, we started using UniCareer System (service provided by a private career development supporting company) from FY2015 to provide job information to students. Further, we strived to improve the employment rate through the subsidy for job seeking expenses provided by the Supporters' Association, campus job fairs and individual company explanatory meetings, etc. as well as consultation provided at the Office for Employment Support. - Employment rate <table><tr><td></td><td>Bachelors</td><td>Masters</td></tr><tr><td>FY2012</td><td>96.2%</td><td>100%</td></tr><tr><td>FY2013</td><td>93.8%</td><td>100%</td></tr><tr><td>FY2014</td><td>95.7%</td><td>100%</td></tr><tr><td>FY2015</td><td>96.0%</td><td>100%</td></tr><tr><td>FY2016</td><td>98.6%</td><td>100%</td></tr></table>		Bachelors	Masters	FY2012	96.2%	100%	FY2013	93.8%	100%	FY2014	95.7%	100%	FY2015	96.0%	100%	FY2016	98.6%	100%	(Achievement Level of Mid-term Plans) We achieved the plan as written.	B	B
	Bachelors					Masters																					
FY2012	96.2%	100%																									
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FY2016	98.6%	100%																									
	a	Improve the career development environment, so that students can find necessary career information by themselves and find suitable careers. This will lead to improvement of rates of students who receive job offers from private companies for those who wish employment at private companies.	(FY 2017 Implementation Status) We continued using UniCareer system to provide students with job information and supported their job seeking activities through consultation provided at the Office for Employment Support, the subsidy for job seeking expenses provided by the Supporters' Association, campus job fairs and individual company explanatory meetings, etc. - Employment rate <table><tr><td></td><td>Bachelors</td><td>Masters</td></tr><tr><td>FY2017</td><td>98.1%</td><td>100%</td></tr></table>		Bachelors	Masters	FY2017	98.1%	100%																		
	Bachelors	Masters																									
FY2017	98.1%	100%																									

b	For the purpose of developing students' views towards professionals, and encouraging them to have future vision on their career at an early juncture, discuss providing career design education for all students to start in their first year of the enrollment at the Undergraduate School.		73 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) For the courses "Introduction to Computer Science and Engineering," "Career Design I, II," and Venture Startup Workshops, we invited engineers and managers from business companies and provided students with opportunities to get to know practical business activities in the real world. In concrete terms, students were given lectures on the reality of business activities and worked on practical issues of society to solve them under the instruction of invited lecturers. Those efforts contributed to develop students' professional awareness and practical abilities to take independent actions toward problem solution.	(Achievement Level of Mid-term Plans) We achieved the plan as written.																							
		b In order to increase students' vocational awareness at an early juncture of their university life, provide students with opportunities to learn practical knowledge and skills needed in the "real world" at the courses, "Introduction to Computer Science and Engineering," "Career Design I, II," and Project Based Learning (PBL) course, "Factories for Experiencing Starting up Ventures."		(FY 2017 Implementation Status) We continued providing lectures for "Introduction to Computer Science and Engineering," etc. with engineers and managers invited as lecturers.		B	B																					
c	Enhance small-group IT experience factory in the form of PBL(Project Based Learning), so that students can solidify the foundation to develop practical ability as professionals, while learning through hands-on experiences (including the internship program) and improving communication ability.		74 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) In the Venture Startup Workshops with the small number of participants, we strived to encourage students to attain practical ability, which is difficult to attain in a regular class and to develop their professional awareness. Further, we encouraged students to participate in the Venture Startup Workshops by introducing the content of the classes at guidance meetings, etc. in an effort to raise the profile of the courses among students. We conveyed information on internship programs that the university received to students. In the guidance meeting for students, explanations on the participation in those programs were provided in an effort to promote those programs. Further, we had students visit companies in and outside Fukushima to provide students with opportunities to learn about the reality of companies through exchanging opinions with them.	(Achievement Level of Mid-term Plans) We achieved the plan as written.																							
		c By improving the small-class and BPL-based course, "Factories for Experiencing Starting up Ventures", and promoting students' participation therein, foster students with high communication skills and work readiness. Have more students experience internship programs.		<table><tr><td colspan="3">Continuation Table</td></tr><tr><td></td><td>in Fukushima</td><td>outside Fukushima</td></tr><tr><td>FY2012</td><td>27 students 4 companies</td><td>0</td></tr><tr><td>FY2013</td><td>11 students 1 company</td><td>41 students 2 companies</td></tr><tr><td>FY2014</td><td>10 students 1 company</td><td>37 students 2 companies</td></tr><tr><td>FY2015</td><td>9 students 3 companies</td><td>30 students 2 companies</td></tr><tr><td>FY2016</td><td>3 students 3 companies</td><td>17 students 2 companies</td></tr></table> (FY 2017 Implementation Status) We continued encouraging students to participate in Venture Startup Workshops and internship programs by providing relevant information at guidance meetings, etc. We had students visit companies in (3 students to 3 companies) and outside Fukushima (17 students to 2 companies) to provide students with opportunities to asking questions and exchanging opinions.	Continuation Table				in Fukushima	outside Fukushima	FY2012	27 students 4 companies	0	FY2013	11 students 1 company	41 students 2 companies	FY2014	10 students 1 company	37 students 2 companies	FY2015	9 students 3 companies	30 students 2 companies	FY2016	3 students 3 companies	17 students 2 companies		B	B
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FY2016	3 students 3 companies	17 students 2 companies																										

d	Discuss enhancement and improvement of the system to assist students in their career development by consolidating activities by faculty members, the Student Affairs Division and Career Counselors, etc.		75 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) We strived to support students' job seeking activities by requesting GT supervisors to report students' situation for job seeking while sharing information on the concerned parties. In addition, we conducted the following concrete assistances for students' job seeking in cooperation with faculty members, staff members of the Student Affairs Division, and career counselors. 1) Holding of Career Guidance <table border="1"> <tr> <th>AY2012</th><th>AY2013</th><th>AY2014</th><th>AY2015</th><th>AY2016</th></tr> <tr> <td>6 sessions</td><td>6 sessions</td><td>7 sessions</td><td>7 sessions</td><td>6 sessions</td></tr> </table> 2) Holding of Campus Joint Job Fairs <table border="1"> <tr> <th>AY2012</th><th>AY2013</th><th>AY2014</th><th>AY2015</th><th>AY2016</th></tr> <tr> <td>6 fairs 103 companies</td><td>6 fairs 146 companies</td><td>6 fairs 168 companies</td><td>8 fairs 223 companies</td><td>6 fairs 252 companies</td></tr> </table> 3) Holding of Business Workshops (We have performed since 2014 due to the change in the timing of the onset of job seeking) <table border="1"> <tr> <th>FY2014</th><th>FY2015</th><th>FY2016</th></tr> <tr> <td>5 meetings 31 companies</td><td>8 meetings 30 companies</td><td>7 meetings 39 companies</td></tr> </table> 4) Offering courses in title Career Design I and II for 2nd and 3rd-year undergraduates 5) Correcting entry sheets, practicing interviewing, providing mock interviews with career consultants, and offering interview trainings with companies 6) Offering ICT company visits in Tokyo area and finding new employers 7) Implementing individual interviews with 3rd-year undergraduates and 1st-year students of master's program (FY 2017 Implementation Status) Faculty members conducted the following concrete career supports in cooperation with staff members of the Student Affairs Division, and Career Counselors. 1) Holding of Career Guidance (7 sessions, 553 student participants in total) 2) Holding of Campus Joint Job Fairs (5 sessions, 140 company participants, 247 student participants in total) 3) Holding of Business Workshops (4 sessions, 39 company participants, 123 student participants in total) 4) Offering courses in title Career Design I and II for 2nd and 3rd-year undergraduates 5) Correcting entry sheets, practicing interviewing, providing mock interviews with career consultants, and offering interview trainings with companies 6) Offering ICT company visits in Tokyo area and finding new employers 7) Implementing individual interviews with 3rd-year undergraduates and 1st-year students of master's program	AY2012	AY2013	AY2014	AY2015	AY2016	6 sessions	6 sessions	7 sessions	7 sessions	6 sessions	AY2012	AY2013	AY2014	AY2015	AY2016	6 fairs 103 companies	6 fairs 146 companies	6 fairs 168 companies	8 fairs 223 companies	6 fairs 252 companies	FY2014	FY2015	FY2016	5 meetings 31 companies	8 meetings 30 companies	7 meetings 39 companies	(Achievement Level of Mid-term Plans) We achieved the plan as written.		
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	d	Share information regarding students' acquisition of informal assurance of employment among faculty, the Student Affairs Division and Career Counselors. Grasp the latest social conditions and industrial needs, and provide career support appropriately, corresponding to those conditions and needs.					B	B																									

e	Discuss enhancement and improvement of the support system for international students seeking employment at Japanese companies.		76 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) In order for international students who wish to be employed by a Japanese company to get a job, we conducted concrete career supports such as providing information regarding companies, teaching Japanese, guiding students in writing their entry sheets, offering mock interview tests. In addition, we asked the company participants of the Campus Joint Job Fairs whether they are able to hire international students or not beforehand. Further, we share the information regarding companies which are able to hire international students to the international students and provided opportunities to have consultations between Career Counselors and the international students. (FY 2017 Implementation Status) We continued providing our international students seeking employment at Japanese companies with practical support such as providing information and Japanese lessons, instructions for entry sheet preparation, mock interviews. Further, we provided our international students with information on companies hiring international students.	(Achievement Level of Mid-term Plans) We achieved the plan as written.		
		e Teach international students how to write entry sheets, which Japanese companies usually require applicants to submit. Also provide students with company information and job search consultations.				B	B
f	By reinforcing ties between the Alumni Association and the University, establish not only networks among graduates from the University but also a mentor system involving alumni to support currently-enrolled students who are seeking employment.		77 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) Some of our alumni agreed to register as mentors, but it was difficult to gain agreement with many companies on this matter due to security issues. As such we searched other ways to support our students seeking employment with the help of UoA alumni and positively took alumni reunions and job fairs as opportunities to exchange information with them. We worked on the expansion of networks with UoA alumni, mediated between our alumni and students and realized company visits by our students with opportunities to exchange opinions each other. We invited our alumni to Career Design courses and Industry Study meetings, etc. and ran a panel discussion and a meeting for exchanging opinions with current students for their reference when making a decision on their career path. (FY 2017 Implementation Status) We continued proactive exchange of opinions with our alumni at alumni reunions and job fairs and mediated between our alumni and students to realize company visits by our students. We had our alumni willingly participate in Career Design courses and Industry Study meetings to exchange opinions with students, striving to increase their motivation for job hunting.	(Achievement Level of Mid-term Plans) We achieved the plan as written.		
		f Cooperating with the UoA Alumni Association and making use of its network to reach our graduates working for companies, support students' job searching. Set up meetings for graduates and enrolled students to exchange information, as one of the approaches of supporting students' job-seeking activities.				B	B
g	Create occasions for our students and faculty members to meet and exchange information with persons who were previously employed as faculty members at our University or who obtained a Master's/Doctoral degree from our University, in order to increase job opportunities for our graduate students (especially our Doctoral Program students) at other universities and research institutes, etc.		78 SAD 【SHWS 】	(Summary of Implementation Status from FY 2012 to FY 2016) In FY2012, a communication meeting with doctoral students and faculty members, etc. on future paths was held. In FY2013, in addition to the communication meeting, we provided information on the status of post-doctoral employment by inviting companies providing employment information and had doctoral students exchange opinions with doctoral alumni employed for research at companies who were invited to the university. In FY2014 and FY2015, we provided information on the status of post-doctoral employment by inviting speakers from government-affiliated research institutions and organized career meetings where our faculty members reported their experience, etc. In FY2016, we held a post doctorate career meeting, inviting external lecturers.	(Achievement Level of Mid-term Plans) We achieved the plan as written.		

		g	Invite external lecturers to hold post doctorate career meetings to support the career development of doctoral students.		(FY 2017 Implementation Status) Inviting external lecturers, a post doctorate career meeting was held in September. In the event, Career Design Coordinator of the UoA provided information regarding the employment status of post-doctoral students. The UoA faculty members also reported their experience, etc.		B	B
(ii)	The Junior College	(ii)	The Junior College					
a	Improve the informational environment, so that students can get useful information for their career development through the College's website.			79 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We improved the method of providing information regarding career paths, status of job-hunting activities, etc. on the internal web site. In FY2015, we created a brochure explaining how to utilize the information regarding career paths. This brochure was distributed to the first-year students in October (or November), as well as holding the explanatory session regarding how to utilize the brochure, and the lecture meeting to provide relevant information. At the same time, we directly instruct students in the face-to-face guidance meetings in the second semester of 1st year and in the first semester of 2nd year. Furthermore, we created the environment that students can access reports and experience records of job-hunting activities of JCD graduates.	(Achievement Level of Mid-term Plans) We improved the situation regarding information update regarding employees, employment seeking status and the Career Support Center on the internal web site. Furthermore, the environment of the web site was developed so that students can easily access on mobile JCD graduates' reports and experience note on job seeking activities. Therefore, the plan was achieved.		
		a	Update and maintain information on career development, job-seeking activities, and the Career Support Center in a timely manner. Further, examine an insufficient point.		(FY 2017 Implementation Status) We created the on-line environment which allows students to access reports and experience records of job-hunting activities of JCD graduates on the internal website. Updating the information on the web as needed, we developed the web system so that students can access the site and utilize the information from their home and/or the site of job-hunting. We created a brochure to explain how to utilize information related to job hunting, web input, etc. The brochure was distributed to first-year students in November, holding an explanatory session about utilization of the brochure, etc.		A	A
b	Promote internship programs and hold seminars by invited lecturers, in order to help students have long-term vision for their careers.			80 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) The Career Support Center took the lead in the promotion of the internship programs taking into consideration individual students' various needs. We also introduced "F-turn Internship Project" organized by Fukushima Prefecture. We held lectures with invited lecturers, other on-campus lectures, seminars and mock exams for job-seeking, and introduced useful off-campus seminars related to job-seeking activities. Through seminar activities and the course "Career Development" with cross-industrial guest lecturers, we provided students with the opportunity to learn various views on profession and labor attitude.	(Achievement Level of Mid-term Plans) We strove to match students' wishes and companies providing internship programs and supported students applying for web-based public invitations to internship programs. As a result of those initiatives, the number of students participating in internship programs is on the increase and companies providing internship programs that match students' requests are secured. Through the course "Career Development" with cross-industrial and multiple guest lecturers, we provided students with the opportunity to learn various views on profession and labor attitude. We also took trendy measures for career development support by offering periodical on-campus lectures, training sessions on group discussion and group interviews. Therefore, the plan was achieved.		

		b	Further promote internship programs, seminars by lecturers invited from outside of the College and on-campus lectures. Especially about the internship, provide a support system(including insurance coverage, etc.) for students who apply online by themselves. Make a support system to handle different kinds of application form of internship program.			(FY 2017 Implementation Status) The number of internship programs which students participated in was 106, and the number of student participants was 86. According to the career guidance plan, we provided students with opportunity to obtain updated relevant information from external lecturers (short-term on-campus lecturers, entry sheet follow-up course, employment seeking measures course, etc.) to develop students' awareness of employment. Especially in the "Career Paths Kick-off Meeting", we held lecture meetings offered by external lecturers, aiming to foment students' views on profession. We continuously conducted "Group discussion/Group interview Skill-up Training" by utilizing the Fukushima Prefecture's "Career Consultant Dispatch Project". Through the course "Career Development" with cross-industrial part-time lecturers and guest speakers, we provided students with the opportunities to learn various views on profession and labor attitude. Alumni (OGs and OBs) also participated in the course.		A	A									
c	In order to support students in finding jobs, find more companies which give the College job offers, and proactively exchange career information with companies and the alumni.			81 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We provided company briefings on and off campus. We reviewed and strove to improve mock exams, lectures and seminars given by external instructors, in order to enhance the courses to match the actual situation. We reviewed/enhanced the content of the career development guide book. Books related to career development in the Career Support Center were renewed. We conducted the questionnaire with companies which employed our graduates and visited prospective employers in an effort to secure stable employment offers to our students. We collected information of joint job fairs, etc., in collaboration with a company operating a major career support website for new graduates.	(Achievement Level of Mid-term Plans) Through exploration of employers, exchanging information with prospective employers, and promotion of information gathering on the employment situation of our graduates through visits and the questionnaire, we made use of those initiatives for employment support. The faculty members promoted exploration of employers which fit with the expertise of graduates of the newly established Department of Early Childhood Education. Therefore, the plan was achieved.	A	A										
	c			(c-1) Under the leadership of Career Counselors and the Career Support Center, increase the number of job offers, contact companies for information exchange, and accumulate employment information of the College's graduates. (c-2) Try to find a new place of employment which matches to the specialization of the new Department, Early Childhood Education. Cooperation with the relevant department's faculty members and Career support center is necessary.	(FY 2017 Implementation Status) The Career Support Center and members of the Career Development Committee, etc. explored employers, exchange information with companies, Hello Work office and Fukushima Employment Support Center and visited companies. We collected information of joint job fairs, etc. held in Tohoku area (especially in Fukushima), collaborating with a company operating a major career support website for new graduates. We collected information by conducting survey with companies employing our alumni. We collected information regarding prospective employers of our graduates, especially those graduated from the Department of Early Childhood Education, and introduced the employers to students.													
d	Aim at the goal of an employment rate of 100% of students who seek employment through attentive career development support according to individual students' vocational aptitude.			82 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Members of the Career Development Committee and the Career Advisors, etc. interviewed individual students. In accordance with the career development instruction plan, lectures, seminars, mock exams were conducted. Guidance meetings for students who have not secured employment were also held in a timely manner. We reviewed the career development guidebook and considered to utilize it. Books and referential materials at the Career Support Center were improved, in an effort to provide updated information regarding career development. - Employment Ratio among Students Wish to Get Job <table><tr><td>AY2012</td><td>AY2013</td><td>AY2014</td><td>AY2015</td><td>AY2016</td></tr><tr><td>97.1%</td><td>97.9%</td><td>99.2%</td><td>99.3%</td><td>99.3%</td></tr></table>	AY2012	AY2013	AY2014	AY2015	AY2016	97.1%	97.9%	99.2%	99.3%	99.3%	(Achievement Level of Mid-term Plans) As the employment rate reached nearly 100%, the plan was achieved.d.		A
AY2012	AY2013			AY2014	AY2015	AY2016												
97.1%	97.9%	99.2%	99.3%	99.3%														

		d	In order to provide the latest information regarding job-seeking activities' trend to students, continuously create career support guidebook with professionals. Further, conduct a survey in each department and course in order to grasp students' vocational aptitude and status of job hunting. Make a system to be able to provide a career guidance for each student.		(FY 2017 Implementation Status) Individual interviews were conducted by the members of the Career Development Committee and the Career Advisors, etc. In accordance with the career development instruction plan, lectures, seminars, mock exams were conducted. Each department created its own mock exam and implemented the exam. Guidance meetings and individual interviews for students who have not secured employment were also held in a timely manner. The content of career development guidebook was reviewed. Books and referential materials at the Career Support Center were improved, in an effort to provide updated information regarding career development. Employment Ratio among Students Wish to Get Job: 99.3% (latest update in May, 2018)		B	B												
e	Regarding the Department of Food and Nutrition Sciences and the Department of Social Welfare Sciences, maintain an employment rate of 80% or higher of those students who seek jobs related to and/or requiring licenses or qualifications.	83 JCD			(Summary of Implementation Status from FY 2012 to FY 2016) Course registration guidance was given to students who wish to obtain licenses and certificate by the Academic Affairs and Welfare Committee member and personnel in charge of mandatory courses.	(Achievement Level of Mid-term Plans) It is expected to keep over 80% for a ratio of students who are to be employed by business related to their license/qualification in the Department of Food and Nutrition Science and the Department of Social Welfare Science. Therefore, the plans were basically achieved.	B	B												
					<table><tr><td></td><td>Food and Nutrition</td><td>Social Welfare</td></tr><tr><td>FY2012</td><td>97.8%</td><td>85.0%</td></tr><tr><td>FY2013</td><td>87.2%</td><td>80.4%</td></tr><tr><td>FY2014</td><td>84.2%</td><td>85.7%</td></tr><tr><td>FY2015</td><td>71.9%</td><td>93.6%</td></tr><tr><td>FY2016</td><td>95.1%</td><td>93.6%</td></tr></table>					Food and Nutrition	Social Welfare	FY2012	97.8%	85.0%	FY2013	87.2%	80.4%	FY2014	84.2%	85.7%
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FY2015	71.9%	93.6%																		
FY2016	95.1%	93.6%																		
		e	Regarding the Department of Food and Nutrition Sciences, the Department of Early Childhood Education, and the Department of Social Welfare Sciences, conduct a career path education and instruction for jobs related to and/or requiring licenses or qualifications by cooperating with local region.		(FY 2017 Implementation Status) Course registration guidance was given to students who wish to obtain licenses and certificate by the Academic Affairs and Welfare Committee member and personnel in charge of mandatory courses.		B	B												
					<table><tr><td></td><td>Food and Nutrition</td><td>Social Welfare</td></tr><tr><td>FY2017</td><td>100.0%</td><td>98.0%</td></tr></table>		Food and Nutrition	Social Welfare	FY2017	100.0%	98.0%									
	Food and Nutrition	Social Welfare																		
FY2017	100.0%	98.0%																		

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION										
					Status of Achievement and Reasons								Evaluation		
Item	1 Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	1 Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A		B		C		D		MID-TERM	ANNUAL
	2. Measures to be Taken to Achieve Goals regarding Research		2. Measures to be Taken to Achieve Goals regarding Research		ANNUAL	A		B		C		D			
	(1) Measures for achievement of goals regarding research standards and results		(1) Measures for achievement of goals regarding research standards and results		MID-TERM	A	7	B	19	A	0	B	0		
					ANNUAL	A	6	B	19	A	0	B	0		
					MID-TERM	A	6	B	12	C	0	D	0		
					ANNUAL	A	5	B	12	C	0	D	0		
A	A The University of Aizu	A	A The University of Aizu												
(i)	World-leading research in the field of computer science and engineering will be further promoted to create results having a major impact on relevant fields.			84 Division Head	(Summary of Implementation Status from FY 2012 to FY 2016) The CS, CE, and IS divisions conducted research about computer science and engineering. In particular, studies on machine learning, complex systems modeling, information security, optimal control, quantum computing, advanced network technology, computer architectures, and systems for supporting HPC and IoT, new approaches, methods, software, and devices for the acquisition, processing, storage and dissemination of visual, video, audio, textual, musical, and numerical information including: graphics, visualization, & multimedia; biomedical information technology, computer vision; databases and data mining; software engineering, human-computer interfaces; shape modeling; and industrial applications were conducted. In the period from April 2012 to March 2017, professors in the CS, CE, and IS divisions published more than 562 major journal papers, more than 1,024 major conference papers, around 86 book chapters, authored or edited 35 books, registered or filed 37 patents, 5 patent applications, received 25 academic awards, and organized 32 scientific conferences, organized 34 lectures with invited lecturers, 5 patent applications. Professors in the CS, CE, and IS divisions also prepared many course materials both for undergraduate and graduate schools.					(Achievement Level of Mid-term Plans) While trying various research as the leading university of computer engineering, also making efforts to grasp the worlds' newest technology trend, industry, society and community needs. Achieved above the Mid-term Plans such as the number of the acceptance of the papers is increasing.					
	(i) (a-1) (Computer Science Division) Modeling of quantum computing and development of next generation computing devices; Investigation of new theories and technologies for cryptography / cryptanalysis and steganography / steganalysis; Mathematical and computer modeling, simulation, and development of new methodologies for solving complex problems (e.g. modeling of heart, social / collective behaviors, environment, evolution, big data, awareness, and cognition); and proposal of core technologies for intelligent computing (e.g. efficient information/knowledge acquisition, analysis, and management), intelligent services (e.g. context / situation aware cloud computing and internet of things), and smart spaces (e.g. smart room, smart office, and smart city).				(FY 2017 Implementation Status) In 2017, professors in the computer science division published 106 papers (including 45 major journal papers, 7 non-major journal papers, 53 major international conference papers and 1 book chapter) and 2 books (by Kyoritsu and Springer, respectively). We also registered 2 patents, delivered 10 invited talks or keynote speeches, participated as key persons in organizing 14 international conferences, attracted 9 outside research funding, and received 7 academic awards. Some professors have prepared teaching materials for all-English courses. Our contributions were mainly related to research areas such as sparse representation, blind source separation, cloud computing, quantum many-body system analysis, probability theory, stochastic processes, homotopy, combinatorics, coding theory, human control over unstable systems, encryption and steganography, management and analysis of large-scale data, computational awareness, optimal control, evolutionary computing, neural network ensembles, and so on. We have successfully fulfilled our plan in both education and research.										

		(a-2) (Computer Engineering Division) The computer engineering division will conduct research and development about computer engineering areas. The focus will be on innovative computing which will promote advancement of computer engineering, such as high-performance computing, advanced network technology, and devices and platforms for supporting HPC and IoT. In particular, researches on wireless communication networks, software-defined radios, software-defined sensor networks, safety embedded systems, wearable devices and computing, and adaptive many-core computing systems shall be conducted.	84-1 Division Head	(FY 2017 Implementation Status) The CE division conducted research and development of advanced network technology, computer architectures, and systems for supporting HPC and IoT. In particular, researches on wireless communication networks, software-defined radios and sensor networks, safety embedded systems, wearable devices and computing, data science, and adaptive neuro-inspired manycore computing systems were conducted. Professors of the CE division filed one patent, registered one patent, published 28 journal papers, 52 conference papers, one book, gave several invited public talks, received two awards (with students), received one award from the 31th Radio Engineering and Electronic Association, received many external grants, and served on many scientific committees.			
		(a-3) (Information Systems Division) The Division of Information Systems conducts research and development of new approaches, methods, software, and devices for the acquisition, processing, storage and dissemination of visual, video, audio, textual, musical, and numerical information including: graphics, visualization, & multimedia; biomedical information technology, computer vision and image processing; databases and data mining; software engineering, human-computer interfaces; robotics; security; shape modeling; and industrial applications. Division activities include projects exploring big data analytics; cloud-based databases for queries by health-care workers; environmental sensing; high performance computing (HPC); human support systems for rescue robots; IoT (Internet of things) and ubicomp (ubiquitous computing); mobile ambient systems for integrating personal control and public display; natural language processing (NLP) and information retrieval; deep space development; and application platforms in multipurpose distributed environments for various applications, such as scientific visualization, infoviz (information visualization), and tsunami modeling.	84-2 Division Head	(FY 2017 Implementation Status) The Division of Information Systems conducted research and development of new approaches, methods, software, and devices for the acquisition, processing, storage and dissemination of visual, video, audio, textual, musical, and numerical information including: graphics, visualization, & multimedia; biomedical information technology, computer vision and image processing; databases and data mining; software engineering, human-computer interfaces; robotics; security; shape modeling; and industrial applications. Division activities include projects exploring big data analytics; cloud-based databases; deep space development; environmental sensing; health care and e-health; high performance computing (HPC); IoT (Internet of things) and ubicomp (ubiquitous computing); machine learning; mobile-ambient systems for integrating personal control and public display; web services; and platforms in multipurpose distributed environments for various applications, such as auditory interfaces and spatial sound diffusers, infoviz (information visualization), natural language processing, scientific visualization, tsunami modeling, and volcanic monitoring. Division members helped organize domestic and international scientific conferences, applied for and were granted patents, and prepared material for undergraduate and graduate courses. Our goals for both teaching and research were achieved.			
(ii)	Conduct research to contribute to “formation of a local society where sustainable development is possible” (including agricultural fields), a theme which has been assigned to Fukushima Prefecture as well as the world in the 21st century, and to “assistance for revitalization and reconstruction from the Great East Japan Earthquake” (including research areas on renewable energy). In order to realize such research, encourage University faculty members to have high professional awareness as researchers.		85 ARC CAS	(Summary of Implementation Status from FY 2012 to FY 2016) Establishing the reconstruction support framework (2012 ~ 2014) in the competitive research funding, we conducted research related to revitalization following the disaster by using ICT, such as M2M network and big-data analysis. Further, as part of the MEXT subsidy project “Regional Innovation Strategic Support Program,” research on smart-grid information base was promoted in the reusable energy field. We also worked on development of human resources.	(Achievement Level of Mid-term Plans) For contributing to support toward revitalization and recovery from the Great East Japan Earthquake, we have been continuously implementing research on use of reusable energy. Therefore the plan was completed as its original.		

		(ii) Having been selected for the MEXT "Regional Innovation Strategy Support Program" in August, 2014, we have invited researchers with the knowledge and expertise needed to research and develop renewable energy. With FY2016 being the final year of the project, we will promote initiatives aiming at expanding the actual users (reference development support, etc.). Further, aiming to help reconstruct Fukushima, promote research related to the use of IT in post-disaster reconstruction, such as an M2M networks, Big Data analysis, information security, and renewable energy, etc. centered on the Aizu Revitalization Center. Tune the functions of the architecture of the information platform which was researched and developed from FY2012 to FY2015. Further, organize the design documents, user manuals, and library. In addition, organize and manage the demonstration results of the various reference projects and demonstrator systems promoted by the research institutes such as AIST, Fukushima University, etc. toward implementation. Use these outputs to promote the development of software developers for the region's renewable energy field, the continued output of R&D talent, and the establishment of an interdisciplinary collaboration platform.		(FY 2017 Implementation Status) The R&D system built for the field of renewable energy, established by the MEXT-subsidy project "Program for Supporting Regional Innovation Strategy" (Project term: FY2012-2016), was maintained continuously. University-business-government collaboration was promoted through contributing to exhibitions held by companies.		B	B
(iii)	Prioritize invitation of researchers who have knowledge and skills necessary for research mentioned in (ii) above to promote "one and only" and pioneering research with creativity and originality.		86 ARC	(Summary of Implementation Status from FY 2012 to FY 2016) Establishing the reconstruction support framework (2012 ~ 2014) in the competitive research funding, we conducted research related to revitalization following the disaster by using ICT, such as M2M network and big-data analysis. Further, as part of the MEXT subsidy project "Regional Innovation Strategic Support Program," research on smart-grid information base was promoted in the reusable energy field. We also worked on development of human resources.	(Achievement Level of Mid-term Plans) For contributing to support toward revitalization and recovery from the Great East Japan Earthquake, we have been continuously implementing research on use of reusable energy. Therefore the plan was completed as its original.		
		(iii) Having been selected for the MEXT "Regional Innovation Strategy Support Program" in August, 2014, we have invited researchers with the knowledge and expertise needed to research and develop renewable energy. With FY2016 being the final year of the project, we will promote initiatives aiming at expanding the actual users (reference development support, etc.). Tune the functions of the architecture of the information platform which was researched and developed from FY2012 to FY2015. Further, organize the design documents, user manuals, and library. In addition, organize and manage the demonstration results of the various reference projects and demonstrator systems promoted by the research institutes such as AIST, Fukushima University, etc. toward implementation. Use these outputs to promote the development of software developers for the region's renewable energy field, the continued output of R&D talent, and the establishment of an interdisciplinary collaboration platform [reprint].		(FY 2017 Implementation Status) The R&D system built for the field of renewable energy, established by the MEXT-subsidy project "Program for Supporting Regional Innovation Strategy" (Project term: FY2012-2016), was maintained continuously. University-business-government collaboration was promoted through contributing to exhibitions held by companies.		B	B
(iv)	Strategic Research	(iv) Strategic Research					

a	a. Innovative Computing Research and development of advanced technology, especially key components for supercomputers, such as parallel processing, compiler, Graphical Processing Unit (GPU), etc.		87 Dean of the GS	(Summary of Implementation Status from FY 2012 to FY 2016) We performed research and development of advanced technology, especially key components for supercomputers, such as parallel processing, compiler, Graphical Processing Unit (GPU), energy efficient processor for high performance computing system, and several applications of parallel computing platforms notably GPUs. We have worked on join projects funded by national agencies, and published our achievement in international conferences and journals. Research was conducted as ARC-HPC due to the reform of CAIST in FY2015. Please refer to A-(v) d-3 "Aizu Research Cluster for High Performance Computing" for details.	(Achievement Level of Mid-term Plans) Since the strategic research on high performance computing has many achievements and has become more important direction, it has been selected and upgraded to CAIST ARC-HPC as a research cluster based on the strict criteria of CAIST, since 2015. Considering the achievements of FY2012~2016 and 2017, we conclude that the Mid-term plan was achieved. The achievements will contribute to academic societies, advanced education, industry, and the local region. Please refer to CAIST ARC-HPC reports and plans for details.	B	B
	a a. Innovative Computing *This research activity has been conducted at CAIST ARC-HPC Refer to A-(v)"d-2 Aizu Research Cluster for High Performance Computing" for detailes.			(FY 2017 Implementation Status) In FY2017, as the same manner as FY2016, research was conducted as ARC-HPC due to the reform of CAIST in FY2015. Please refer to A-(v) d-3 "Aizu Research Cluster for High Performance Computing" for details.			
b	b. Advanced Network Technology Research and verification for "Internet of Things (IoT)", a future form of the Internet, which will enable us to communicate with and control "things"		88 Dean of the GS	(Summary of Implementation Status from FY 2012 to FY 2016) We mainly worked on the field of "Internet of Things (IoT)", by developing new models and methods, opening new course, gaining external funding, and publishing papers in international conferences/journals. We also worked on a variety of IoT areas, including smart town/home, wearable devices, adaptive communication systems, and big-data-based anti-disaster systems. In addition, we developed wearable devices for wearable computing, cross layer network design for effective communication, and architecture and algorithms for anti-disaster emergency networks..	(Achievement Level of Mid-term Plans) Based on the achievements of FY2012~2016 and FY2017, we conclude that the Mid-term plan was achieved. The achievements will be a support for academic societies, advanced education, industry, and the local region. More specifically, a new graduate school course "Selected Topics of Future Internet" has established and been offered every year. In the Japan-US collaborative research funded by JST-NSF, we worked on anti-disaster network construction based on big data, which is the most significant research topic from the academic and practical point of views. We received the Excellent Paper Award for some papers about IoT at an international conference and an influential journal, which attracted the attention of the world.	B	B
	b. Advanced Network Technology Conduct research and verification for "Internet of Things (IoT)", a future form of the Internet, which will enable people to communicate with and control "things". Specially, the following topics shall be investigated: Smartphone-based Disaster Relief Applications, IoT with Big Data, Internet of Robots, and Wearable Computing . Related projects shall develop new techniques on (1) emergency communications networks for monitoring and providing assistance to disaster-affected areas, (2) energy efficient solutions for smartphones, and (3) RFID-assisted smart home for health monitoring using Big Data Analytics (BDA).			(FY 2017 Implementation Status) We conducted research and verification for "Internet of Things (IoT)", a future form of the Internet, which will realize the smart environments for people (e.g. smart homes, smart cities). Specially, we investigated the following topics: Smartphone-based Disaster Relief Applications, IoT with Big Data, Internet of Robots, and Wearable Computing. In the related projects, we conducted research/development of the following items. (1) Activation of monitoring and communication for disaster-affected areas (2) Big Data Analytics, computation-efficient Big Data Analytics, etc. (3) Invention of RFID-assisted platform for living			

c	c. Advanced Software Technology Research and construction of an application platform in multi-purpose distributed environment for various applications by combination of heterogeneous software and information components		89 Dean of the GS	(Summary of Implementation Status from FY 2012 to FY 2016) We had been working on research and construction of an application platform in multi-purpose distributed environment for various applications by combination of heterogeneous software and information components, including advanced software design patterns, human-centric design patterns, service-oriented architecture, Tsunami Modeling tools and e-Learning Arena, programming in pictures, service-based representation of robot control systems, etc. We had been working on research and construction of an application platform in multi-purpose distributed environment for various applications by combination of heterogeneous software and information components, including advanced software design patterns, human-centric design patterns, service-oriented architecture, Tsunami Modeling tools and e-Learning Arena, programming in pictures, service-based and visual representation of robot control systems, etc. Further, we worked on efficient integration of software components. We also developed a new software design methodology named Virtual Model-View-Controller (V-MVC) design patterns. Based on this methodology, the original multi-grid algorithm and corresponding software has been designed and tested for the tsunami propagation computations from the seismic center to the coastline. The developed software allows also investigating the influence of underwater natural and artificial objects on tsunami waves. In addition, the architecture and internal model of *AIDA language have been reconstructed to promote "programming in pictures" software development methodology. Some robots control software was also developed. On the other hand, a novel architecture for hybrid language systems which have advantages of both textual expressions and visual notations, has been developed. Internal features and language constructs of *AIDA visual programming language have been extended and the language has been applied to a large-scale fluid dynamics simulations. Tsunami modeling subsystem was designed supporting numerical experiments with natural and artificial bathymetry components in order to control the tsunami wave height by underwater artificial objects as well as provide studying features of the natural bathymetry.	(Achievement Level of Mid-term Plans) Based on the achievements of FY 2012~2015 and FY2016, and plan of FY2017, we conclude that the Mid-term plan was achieved. New software design patterns and programming in pictures will promote software design and development, and give a fundamental for further advanced research and education. The tsunami propagation computation and robots control technology are expected to be developed into the new methods and software technologies which will contribute to industry and society.	B	B
		c. Advanced Software Technology Conduct research and development of a set of platforms combining service-oriented architecture and visual languages which enable people to create information resources for different activities including software development as well as research and education including researches on modeling tools, advanced user interfaces and e-learning services. A set of related projects will be implemented in framework on designing a programming environment for service-oriented robot control systems, effective and convenient visual programming tools as well as tsunami modeling tools that enable to evaluate influence of underwater objects on tsunami wave parameters.		(FY 2017 Implementation Status) We conducted research and development of a set of systems which enable people to integrate information resources for different activities including software design, research and education based on service-oriented modeling tools, advanced user interfaces and e-learning services.			
d	d. Cloud Computing Research and verification of cloud concept that information services and application services will be provided for users by using computing resources spreading on the Internet		90 Dean of the GS	(Summary of Implementation Status from FY 2012 to FY 2016) We had conducted research of cloud concept that provides information and application services to users by utilizing computing resources diffused on the Internet. Specifically, advanced intelligent infrastructure for secure cloud service has been researched. To demonstrate the feasibility and performance of the proposal, we designed and utilized prototype services of the proposed infrastructure. This is an innovative project of industry-academia collaboration, which has been promoted in collaboration with the Fukushima Regional Innovation Project. *Research was conducted as ARC-Cloud due to the reform of CAIST in FY2015. Please refer to A-(v) d-2 for details.	(Achievement Level of Mid-term Plans) Since the strategic research on cloud computing has many achievements and has become more important direction, it has been selected and upgraded to CAIST ARC-Cloud as a research cluster based on the strict criteria of CAIST, since 2015. Considering the achievements of FY2012~2016 and FY2017 (described in the items of each cluster of CAIST for FY2016 and 2017), we conclude that the Mid-term plan was achieved. The achievements will contribute to academic societies, advanced education, industry, and the local region. Please refer to CAIST ARC-Cloud reports and plans for details. The proposed platform has many possible applications, e.g. Smart Grid, healthcare information infrastructure, energy management systems, etc.		

		d. Cloud Computing *This research activity has been conducted at CAIST ARC-Cloud. Refer to A-(v)"d-2 Aizu Research Cluster for Cloud" for details.		(FY 2017 Implementation Status) In FY2017, as the same manner as FY2016, research was conducted as ARC-Cloud due to the reform of CAIST in FY2015. Please refer to A-(v) d-2 for details.		B	B
(v)	Emphasized fields at the Research Center for Advanced Information Science and Technology (CAIST)	(v)	Emphasized fields at the Research Center for Advanced Information Science and Technology (CAIST)				
a	a. Aizu Research Cluster for Space Science (ARC-Space) Serve as a hub institute which provides software for geoinformatics, geographic information system (GIS) and probe assistance used in the space frontier project in the field of space development of Japan, by utilization of our University's innovativeness in information science.		91 Cluster Leader	(Summary of Implementation Status from FY 2012 to FY 2016) # Approved Projects: Hayabusa2, TANPOPO, SLIM, MMX, etc. # MOU w/JAXA for Archive Science (2016.1) # Adopting a concept of Lunar and Planetary Data Center in UoA on the list of Master Plan 2017 approved by Science Council of Japan	(Achievement Level of Mid-term Plans) ARC-Space could participate in the projects: Hayabusa 2, the Asteroid probe, and the International Space TANPOPO mission. These 2 projects were almost certain to join. Additionally, we were invited to participate in other space projects. The data center concept was included in the proposal of Science Council of Japan and "New Views of the Moon 2" was held in UoA (2018.4) which was the first meeting in Asia, resulting in enhancing steady domestic and international recognition. Overall, we have accomplished expected-overachieved results	A	A
	a	a. Aizu Research Cluster for Space Science (ARC-Space) Aim to serve as a hub institute which provides software for geoinformatics, geographic information system (GIS) and probe assistance used in the space frontier project in the field of space development of Japan, by utilization of our University's innovativeness in information science. We also try to monitor volcanic activities of Mt. Azuma in Fukushima by means of SAR (Synthetic Aperture Radar) analysis with Earth Observation Satellite according to emergent request from Tohoku Univ. and Earthquake Research Inst., Univ. of Tokyo.		(FY 2017 Implementation Status) Joining Space Projects (Hayabusa2, TANPOPO, SLIM, MMX, etc.) Invitation to Satellite Analysis Group in the Coordinating Committee for Prediction of Volcanic Eruption and Integrated Program for Next Generation Volcano Research and Human Resource Development			
b	b. Aizu Research Cluster for Local Environment and Informatics (ARC-Environment) Promotion of research on innovative environmental informatics and development of environment prediction technology with combination of environmental science (meteorology, water/atmosphere science, etc.), seeking coexistence with the natural environment and realization of the comfortable and convenient "sustainable information society"		92 Cluster Leader	(Summary of Implementation Status from FY 2012 to FY 2016) # Implemented local forecast system for solar power fluctuations in collaboration with Fujitsu Corporation., Japan # Developed downscaling technologies and applications for societal benefit in collaboration with JAMSTEC, Japan, APEC Climate Center, Korea and Indian Institute of Tropical Meteorology, India	(Achievement Level of Mid-term Plans) Toward the realization of the comfortable and convenient "sustainable information society," several research projects have been developed to the stage of practical implementation, and are being continued in the home laboratory. As such, we conclude that we have achieved the plan.	A	A
	b	* The research has been conducted as an activity of a laboratory not as a CAIST activity since FY2015.					
c	c. Aizu Research Cluster for Medical Engineering and Information (ARC-Medical) Promotion of research applications of engineering and informatics to medicine and biomedical science and its related fields by taking advantage of our University's strength in the field of information science, in cooperation with Fukushima Medical University and other educational/research institutes, medical institutes, administrative agencies inside and outside the Prefecture		93 Cluster Leader	(Summary of Implementation Status from FY 2012 to FY 2016) We performed collaboration research with companies and medical institutions, and acquired innovation research, resulting in health care system, basic medicine and clinical medicine.	(Achievement Level of Mid-term Plans) Almost achieved. In particular, we conducted collaborative research with Fukushima Medical University, education and research institutes inside and outside the prefecture and medical institutions.	A	

		c c. Aizu Research Cluster for Biomedical Engineering (ARC-BME) * The title was changed from FY2015. The main research are the medicine-engineering collaboration research in the cardiovascular field including (1) Fukushima Medical University in cardiac arrhythmias detection and cardiac CT image analysis; (2) Tohoku University in atrial fibrillation detection and analysis; (3) Fukuoka University in TRPM family ion channel; (4) Toho University in computer simulation of implantable cardioverter-defibrillator, industries, and international institutions. In addition, we will apply for external research funds including JSPS Grant-in-aid fund and SCOPE, and train undergraduate and graduate students and mentor postdocs.		(FY 2017 Implementation Status) The main research projects are as follows. (1) Research on support for medical data analysis of colon cancer diagnosed with colonoscope and colorectal CT (collaborated with Fukushima Medical University). (2) Research on TRPM family ion channels (collaborated with Fukuoka University). (3) Research on simulation of cardioverter defibrillators and pacemakers (collaborated with Toho University). (4) Research on sleep monitoring system, including field test and data collection (collaborated with multiple nursing homes). (5) Research on treatment and measurement biological information (electrocardiogram and respiration) in order to apply it to home health care and wearable health equipment			
d	d. Promote research projects that contribute to the revitalization and meet demands of the local community, such as robotics and information engineering.	d d-1 Aizu Research Cluster for Robotics and Information Engineering We contribute to the development of robot technologies from the aspect of information processing by distributing our developing information processing methods to the public as an open software library. In this year, we develop control, sensor, and interface software for disaster respond robots and drones.	94 Cluster Leader	(Summary of Implementation Status from FY 2012 to FY 2016) Arc-Robot started in 2016. In 2016 we have introduced and promote robot middleware in our robot project, and contribute to robot standardization (FY 2017 Implementation Status) We have worked almost as planned. Following the activities continuing from the last year, we developed a set of robot software components and remained them in public through our robot software library. We addressed collaboration among multiple heterogeneous robots as a main research topic in this year, and we develop an integrated robot data management system for them, as well as demonstrate the system with actual robots. We also conducted a demonstration in which the robot is remotely controlled by both the actual video camera and the virtual video simulator.	(Achievement Level of Mid-term Plans) For promoting the revitalization and contributing to the local community from the side of robotics and information engineering, we have advanced robotics technology by software, promoted to standardize robotics software by RTM (Robotics middleware), organized the robotics software lectures for human resource development. Through these efforts, we achieved an accomplishment such as robotics technology development, companies' robotics technical support and cultivation of human resources.	B	B
		d-2 Aizu Research Cluster for Cloud AY 2016 is the last year of the Fukushima Prefecture Innovation Project which is a core project of ARC-Cloud. We will review the 5 outputs of the 5 year project in order to the outcome for sustainable induction of regional innovations. We also will extend the proposed intelligent infrastructure and related systems for cloud computing and intelligent networking which can help the integration and fusion in the cloud of cybernetics (including robotics, sensors, controllers, and mechatronics), computing, and messaging. The proposed messaging infrastructure will be implemented and the performance of the whole infrastructure will be evaluated. The applications for Smart Grid, Energy Management Systems, Regional Healthcare Information Infrastructure, Regional Information and Local Knowledge Infrastructure, and their related services and systems will be studied in more details.	94-1 Cluster Leader	(FY 2017 Implementation Status) Three journal papers and three peer-reviewed international conference papers were published and accepted. Six other journal papers were accepted and to be published. We also published three papers in domestic conferences. As the successful completion of the Fukushima Regional Innovation Project (MEXT-supported, FY2012-2016), we have utilized our intelligent infrastructure technology and conducted research on big data store of integrated technology for sensor networks. In this year, we have putted emphasis on information security and promoted research on cloud data security, protection technology against malicious web. We also researched and developed network simulation technology as a test support technology against network and server faults and cyber-attacks for applied IoT system. In addition to R & D, we held security lectures and exercises through University-Business collaboration and tried to nurture information security human resources. In conclusion, we achieved research objectives expected at the beginning of FY2017			

		d-3 Aizu Research Cluster for High Performance Computing We will investigate, evaluate and design new energy efficient processor architectures for high performance computing system. Furthermore, we will study efficient usage of GPUs and PEZY-SC processors for the following problems; implementation and evaluation of the high precision integrals, large-scale simulations in astrophysics, acceleration of tsunami-modeling, and matrix-based parallel algorithms.	94-2 Cluster Leader	(FY 2017 Implementation Status) In FY 2017, we optimized further GPU implementation of the tsunami prediction simulation code and evaluated its performance in detail. Based on that, we realized tsunami simulation by FPGA with high-level synthesis through OpenCL and compared its results with the past ones. In addition, we have accelerated of numerical integration by FPGA, GPU and PEZY-SC processors. Two papers were published in two peer-reviewed scientific journals, and two reports were presented at peer-reviewed international research group.			
(vi)	Conduct research on cutting-edge technology for renewable energy and on Smart Grid IT.		95 ARC	(Summary of Implementation Status from FY 2012 to FY 2016) We set up a reconstruction support framework (FY 2012 to FY 2014) in competitive research fund which is in-campus research expenses, as well as at the METI subsidy business "Industry-academia innovation promotion project" on M2M network, big data relating to earthquake reconstruction by utilizing IT such as big data analysis. As part of the MEXT subsidy project "Regional Innovation Strategic Support Program," research on smart-grid information base was promoted in the reusable energy field [reprint #85]	(Achievement Level of Mid-term Plans) For contributing to support toward revitalization and recovery from the Great East Japan Earthquake, we have been continuously implementing research on use of reusable energy. Therefore the plan was completed as its original. [reprint #85]	B	B
		(vi) [Reprint] Having been selected for the MEXT "Regional Innovation Strategy Support Program" in August, 2014, we have invited researchers with the knowledge and expertise needed to research and develop renewable energy. Tune the functions of the architecture of the information platform which was researched and developed from FY2012 to FY2015. Further, organize the design documents, user manuals, and library. In addition, organize and manage the demonstration results of the various reference projects and demonstrator systems promoted by the research institutes such as AIST, Fukushima University, etc. toward implementation. Use these outputs to promote the development of software developers for the region's renewable energy field, the continued output of R&D talent, and the establishment of an interdisciplinary collaboration platform [reprint].		(FY 2017 Implementation Status) The R&D system built for the field of renewable energy, established by the MEXT-subsidy project "Program for Supporting Regional Innovation Strategy" (Project term: FY2012-2016) has been maintained continuously and promoted industry-academia collaboration, such as contribution to cooperation exhibition. [reprint]			
(vii)	Heighten market value of research achievements through acquisition of patent rights and technology transfer, while effectively managing intellectual property belonging to the University.		96 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) We filed thirty-six cases of patent rights and copy rights. We concluded eleven patent licensing contract.	(Achievement Level of Mid-term Plans) The plans were realized.	B	B
		(vii) Promote patent filing of research seeds. At the same time, effectively manage intellectual property belonging to the University and promote technology transfer of University-owned		(FY 2017 Implementation Status) We filed eight cases (yoy-2) of patent rights.		B	B
(viii)	Aim to increase the number of papers accepted by major international conferences and major journals on a continuing basis within the period of the Mid-term Goals for the 2nd term.		97 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) Support was provided to faculty members upon creating documents	(Achievement Level of Mid-term Plans) The plans were realized.		
		(viii) Support faculty in applying for research projects.		(FY 2017 Implementation Status) Support was provided to faculty members upon creating documents.		A	A
B	B The Junior College	B B The Junior College					

(i)	Regarding innovative research fields requiring cross-disciplinary efforts, recognize them as priority fields, establish support systems and improve R&D environment thereto.			98 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) Fundamental research in each field was summarized as a form of bulletin and others, and released on University of Aizu Academic Repository. Promoting matching of research needs and seeds through industry-government-academia collaboration, practical education was provided at each department for local collaboration projects. We established the Local Practical Research Project aiming at facilitating hands-on research environment toward local collaboration-based solution. As well as opening dispatch lectures proactively, trying reducing each specialized research to local society.	(Achievement Level of Mid-term Plans) Faculty members proactively worked on publicity of research achievements and put their efforts on a wide range of collaboration projects every fiscal year in order to solve local issues. We established the Local Practical Research Project and have maintained our stance to endeavor research aiming at solving local issues. The plans were realized.		
						(FY 2017 Implementation Status) (a-1) In order to deepen professional and sub-major courses, fundamental and applied studies were conducted in relevant fields. Through operating the Local Revitalization Center, we set up a more proactive regional collaboration possibility, research for solving regional problems, and practical educational environment in which students participate. (a-2) Fundamental research in each field was released as a form of bulletin. The Childhood Education Department issued a departmental research paper collection; "Childhood Education Research." These were released on University of Aizu Academic Repository for contributing on regional revitalization and collaborations with local society and companies. (a-3) Under the "local practical research project" conducted at the Local Revitalization Center and proactive efforts to dispatch lectures, faculty members conducted a practical research based on student participation to solve local issues in an effort to rejuvenate local communities through various projects implemented in collaboration with the industry and government.			
C	C The University of Aizu and the Junior College	C	C The University of Aizu and the Junior College						
(i)	(i) The University of Aizu	(i)	(i) The University of Aizu					A	A
a	Regarding innovative research fields requiring cross-disciplinary efforts, recognize them as priority fields, establish support systems and improve R&D environment thereto.			99 CAS		(Summary of Implementation Status from FY 2012 to FY 2016) We newly set revitalization support category (from FY2012 to FY2014) in competitive research fund; an internal research fund. We also offered support for interinstitute collaboration acquisition of external funds.	(Achievement Level of Mid-term Plans) The plans were realized.		
						(FY 2017 Implementation Status) Supporting the works of Aizu medical center and high-tech plaza, we promoted research and development, such as robot-industry, for contributing to revitalization of Fukushima.			
b	Provide assistance in participation in international conferences by faculty members, and in organizing international workshops, symposiums, and international conferences at the University, in order to publicize and share research results with society.			100 OSIP		(Summary of Implementation Status from FY 2012 to FY 2016) 36 international conferences (10 in FY2012, 8 in FY2013, 6 in FY2014, 7 in FY 2015 and 5 in FY2017) were organized. Participants of these conferences include Nobel awardee(s), too. Therefore the place has been an excellent place for releasing research. It has generated contribution to society. In FY2016, for effective and smooth conduct of administrative procedure, guideline was reviewed and eligibility to receive financial support was clarified.	(Achievement Level of Mid-term Plans) The Mid-term Plans were realized as planned.		

		b	In regards to international conferences and workshops organized by faculty members, provide support with visa application procedures and payment of travel and excursion expenses, etc. as needed to invite well-known researchers, etc., improving international academic and research exchange as well as the conveyance of academic information domestically and internationally. At the same time, actively convey the attractiveness of Fukushima prefecture, Aizu region and the UoA by holding international conferences, etc. at UoA facilities.		(FY 2017 Implementation Status) In FY2017, four international conferences, etc. were supported. Furthermore providing press with information, we tried our best to release information externally. We had participants from universities, companies, and local municipalities which are our partners of joint research in addition to educational/research relevant people from international academic societies. A wide range of research achievements were released to externally and internally.		B	B
(ii)	(ii) The Junior College	(ii)	(ii) The Junior College					
a	Through utilization of human resources, promote research projects having distinctive features.			101 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Every fiscal year, we engaged in unique activities which fully use strengths of each specialty as cooperation/collaboration projects with relevant organization in the region (Industry, government, citizen, academia.) The major projects include 1) Let's Get Fit by Delicious "Dietary" from Fukushima project, 2) Fukushima prefectural project "Student-centered Revitalization of Rural Community, 3) Aizu Town Art Project, and 4) Green Tourism Project. There include local health and industrial matters as well as mid- mountainy areas. Project for hands-on research in the region was established. Local collaboration of needs and seeds was promoted in addition to project concurrent collaboration project. Future achievements in research/educational activities are expected.	(Achievement Level of Mid-term Plans) Following the plan, proactive cooperation and collaboration were attempted. These plans were achieved.		
		a	(a-1) Utilizing the Center for Rejuvenation of Local Communities "local practical research project", collaborate with industry and government. Taking up issues closely related to local characteristics and promote research projects based on cooperation with other departments. (a-2) Update and enhance the "Collection of Research Seeds" and "List of Off-campus Public Lectures and Introduction of Lecturers" and work on promotion of research projects.		(FY 2017 Implementation Status) (a-1) We handled "the Shoku Behavior Actual State Grasp Survey Result Summary and Analysis Duties" as cooperation/collaboration projects with relevant organization in the region (Industry, government, citizen, academia.). Also we handled "Aizu Machi Naka Art Project", "Aizu Urushi Art Festival 2017" and "Planning and exhibition related projects "etc., and promoted project research based on regional characteristics. (a-2) Research Seeds Collection and Outreach Class Lecturer Introduction and Class List were updated online. Local Revitalization Center Operational Promotion Meeting Committee Member (38 groups derived from private and public sectors) were provided with these materials.		A	A

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION																																	
					Status of Achievement and Reasons								Evaluation																									
Item	1 Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	1 Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A			B			C			D			MID-TERM	ANNUAL																			
	2. Measures to be Taken to Achieve Goals regarding Research		2. Measures to be Taken to Achieve Goals regarding Research		ANNUAL	A			B			C			D																							
	(2) Measures for achievement of goals regarding improvement of systems, etc. for promotion of research		(2) Measures for achievement of goals regarding improvement of systems, etc. for promotion of research		MID-TERM	A			B			C			D																							
					ANNUAL	A			B			C			D																							
					MID-TERM	A	1		B	7		C	0		D	0																						
					ANNUAL	A	1		B	7		C	0		D	0																						
A	A The University of Aizu	A	A The University of Aizu																																			
(i)	In order to connect research activities and society systematically and strategically, with the UBIC as a core organization, promote projects with high social needs and obtain external research funds proactively.			102 CAS		(Summary of Implementation Status from FY 2012 to FY 2016) The “Matching” by fulltime faculty in UBIC and technical session for companies were organized. External fund <table><tr><td colspan="5">unit:MJPY</td></tr><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>approx.97</td><td>approx.85</td><td>approx.83</td><td>approx.67</td><td>approx.132</td></tr></table>								unit:MJPY					FY2012	FY2013	FY2014	FY2015	FY2016	approx.97	approx.85	approx.83	approx.67	approx.132	(Achievement Level of Mid-term Plans) The plans were realized as planned.								B	B
unit:MJPY																																						
FY2012	FY2013	FY2014	FY2015	FY2016																																		
approx.97	approx.85	approx.83	approx.67	approx.132																																		
		(i)	Proactively aim to continue acquiring external funds by promoting the matching between research seeds and the needs from the industry conducted by UBIC faculty, and by creating and promoting social needs-oriented projects in collaboration with the UoA Revitalization Center.	(FY 2017 Implementation Status) We participated into exhibitions held by municipalities in the prefecture. We have put our effort on “matching” of IoT (Internet of Things) technology in manufacturing industry. External fund FY2017 approx.85M JPY																																		
(ii)	At the Research Center for Advanced Information Science and Technology (CAIST), improve research environment through assignment of faculty members in a cross-laboratory manner and introduction of external funding, for example. In each cluster, conduct pioneering research and research corresponding to social needs.			103 CAIST		(Summary of Implementation Status from FY 2012 to FY 2016) CAIST is taking advantage of the leading-edge ICT platform in all computer science and engineering fields, through proactive cooperation with industry-academia-government, especially TLO organizations, we are making efforts to contribute industrialization of academic outcomes on the basis of intellectual property rights. We are striving to establish an R&D hub, in parallel with promoting R&D to meet diverse social needs and proactively collaborating with external organizations, including universities, companies and research institutes with the latest world trends in mind. Five interdisciplinary research teams "cluster" were respectively established to enhance five fields of research, Robotics, Space Science, Biomedical Engineering, Cloud Networking and High Performance Computing. Research projects supported by various financial resources are conducted to meet societal pressing needs, to contribute to local development and to create new businesses.								(Achievement Level of Mid-term Plans) Achievement is mostly accomplished as expected in Mid-term Plans.																								

		(ii)	The Research Center for Advanced Information Science and Technology (CAIST) will form five clusters of the core faculty members vigorously involved in each specialized field that extends beyond the borders of existing laboratories. There, bring in external and internal R&D funding, and engage in industry-academia-government collaboration and interdisciplinary collaborative research. Through this, promote the return of the fruits of academia to society, as well as contribution to industry. By doing this, aim to develop scientific technology, a new body of knowledge that meets the needs from society, to develop new industries, and to foster the next generation of talent.		(FY 2017 Implementation Status) There are five clusters active in FY2017. We were striving to bring in grants from external and internal financial resources, to engage in industry-academia-government collaboration and interdisciplinary collaborative projects, and finally to cast our academic outcomes into shape. The main implementations are listed below: 1. Enhancement of the exhibition corner to demonstrate our R&D outcomes; 2. Acquirement of external financial resources, including grant for Robot technology development support project, etc. 3. Establishment of a new website to advertise CAIST more effectively; 4. Host of domestic and international conferences (symposiums), Host of the 1st annual CAIST symposium to highlight our presence and academic community contribution of CAIST 5. Cooperation with industry-academia-government in interdisciplinary domain to commit our social contribution. 6. Partial revision of CAIST regulations to clarify the roles and operations of the cluster members and the administrative secretariat and to promote more efficient management, resulting in stipulation of the examination items of CAIST Committee. Set the period of the installment of clusters for enhancement of research motivation, more objective and quantified performance evaluation. 7. Stipulation detailed regulations for enforcement of CAIST Committee to clarify more about new establishment, continuation, abolition of clusters or change of cluster members			B	B	
(iii)	Based on the University of Aizu Intellectual Property Strategy, enhance the system to provide University faculty with instructions, advice and/or consultation regarding intellectual property, in order to promote patent application resulting from faculty's research seeds and effectively manage intellectual property belonging to the University.			104 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) Consultation system was facilitated under cooperation with UBIC faculty members and IP advisor. In the period, 36 cases were proposed. The Duty-related Invention Examination Committee decided maintenance, etc. of patents. We managed and operated IP. (FY 2017 Implementation Status) The above-mentioned consultation system was maintained. Eight cases of patent and copy rights were implemented. The Duty-related Invention Examination Committee decided maintenance, etc. of patents. We managed and operated IP.	(Achievement Level of Mid-term Plans) The plans were realized as planned.			B	B
		(iii)	Help deepen faculty's understanding of intellectual property through instruction, advice and/or consultation provided by UBIC, promote patent applications of research seeds and effectively manage/operate intellectual property belonging to the University.						B	B
(iv)	Allocate internal research funds, taking into account research fields regarded as emphasized goals of the University.			105 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) From FY2012 to 2014, new revitalization support slot was installed within the competitive research fund. And in FY2015, CAIST division was newly established. Research themes using robots and Lycia's cloud were added to industry-academia collaboration division in FY 2017. (FY 2017 Implementation Status) In addition to conventional competitive research fund, we have set up a special slot for the strategic research fund totaling 10 million yen, which contributes to regional creation etc. We allocated it to 5 themes including collaboration with JCD.	(Achievement Level of Mid-term Plans) The plans were realized as planned			B	B
		(iv)	For research in the fields designated as prioritized areas in the Mid-term Plans, set up a special allocation categories in competitive research funds (General Category, Mid-term Plan Category, University-Business Collaboration Category, CAIST Category). After careful selection of research themes, allocate funds to appropriate research.						B	B
B	B The Junior College	B	B The Junior College							

(i)	In order to support research which can flexibly respond to diversifying needs, review the support organization/system and research schemes, and create the environment which promotes effective and efficient research activities.		106 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) For grasping various needs of local society accurately and handling them flexibly, operational method of the Local Revitalization Center was examined. Committee members exchanged their opinions on local issues at the Operational Promotion Meeting. Each issue was indicated to UoA faculty members. Possibility of collaboration projects was questioned. "Matching" of needs and seeds was attempted. From FY 2015, the Local Hands-on Research Project started as well as concurrent collaboration projects, achievements in research/educational activities were generated. The Local Hands-on Research Project has been conducted 4 cases each year after FY 2015, as well as regional contributions through practical education and training more than ○ cases.	(Achievement Level of Mid-term Plans) In order to assist research on various needs, we have been putting our efforts on facilitating an environment where various researches can be implemented effectively and efficiently. The plans were achieved.	A	A
		(i) Centering on the Center for Rejuvenation of Local Communities, try to create organizations/systems/research schemes to flexibly respond to diversifying local needs, in order to contribute to development of local communities in cooperation with industry, government and citizens. Utilizing "local practical research project" to enrich a system to discover needs of the local community.		(FY 2017 Implementation Status) In order to assist development of the region by industry government-citizen-academia cooperation/collaboration, improved the regional practice research project. Establishing a system for figuring out local needs, the Local Revitalization Center will mainly facilitate research environment, organization, and system which can flexibly handle various needs from the local society, The Local Hands-on Research Project has been conducted 4 cases, as well as regional contributions through practical education and training more than X cases.			
(ii)	Review the research schemes, in order to fully make use of the College's wide-ranging fields of specialization, including studies on industry, management, designing, information, environments, local administration, nutrition, cookery, health and welfare, childcare and nursing care, etc.		107 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Based on FY2012 internal competitive research fund (Revitalization slot), the research system was enhanced. FY2013 was the year we attempted flexible framework among departments for the project of the Local Revitalization Center. Starting from FY2015, internal competitive research fund was integrated. The local hands-on research project was founded. Furthermore we have been working on enrichment of research environment. Additionally, we reviewed the style of revitalization support flexibly, such as extending the period of the Kid's College in FY 2017.	(Achievement Level of Mid-term Plans) Reviewed the research schemes, in order to fully make use of the College's wide-ranging fields of specialization. Research collaboration with UoA increased fruitfully. The plans were almost realized.	B	B
		(ii) By utilizing "local practical research project" etc. and taking into account societal changes including revitalization support, flexibly operate research schemes towards resolution of issues, while discussing how to utilize project research fully making use of the College's wide-ranging fields of specialization, and how to share local issues and promote local collaboration.		(FY 2017 Implementation Status) Six were adopted in internal competitive research system and two were adopted in the strategic research fund (general slot) of the UoA, three of them were collaborative research with faculty members of the UoA. We promoted to research of problem solution, as well as promoting sharing regional issues and collaboration.			
(iii)	In order to support faculty's superior activities, improve the internal competitive research system and outside training programs.		108 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) The internal competitive research system selected 44 cases of research in 5 years including the strategic research fund newly established in FY2014 and the revitalization slot in FY2012. Three faculty members used the external training scheme in order to work on survey and research in domestic universities so as to improve abilities, etc. of teaching/research.	(Achievement Level of Mid-term Plans) Within the internal competitive research system, the strategic research fund was newly established and expanded the revitalization slot.		

		(iii)	Support the development of faculty's research ability with the off-campus faculty training program and support the diversified research activities with the UoA competitive research funding. Further, examine the use of research fund in order for smooth research activities.		(FY 2017 Implementation Status) The internal competitive research system selected six cases of research. Various types of research were supported. such as "Identification of food and ingredients to suppress virus invasion and elucidation of action mechanism", "Possibility of revitalization of the area by utilizing Tadami line from youth perspective", "Study on the status of Institute for School Teachers and Staff Development and the special role of higher education institutions". We adopted the research of 2 projects (one of which is a joint research project with the UoA) as the newly established strategic research fund (general slot). Supported research that contributes to regional creation and reconstruction assistance, such as "Global branding strategy using ICT framework" etc. Regarding the research fund payment, purchase manual for faculty members was widely announced for strict observation. To ensure thorough pre-approval of "Expenses not directly related to research, we set up an inquiry form. Effective conduct of research fund was promoted on necessary basis.		B	B
(iv)	Regarding intellectual property, the Center for Rejuvenation of Local Communities shall be responsible for management and administration, taking into consideration characteristics of research results.			109 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) At the Operational Committee of the Local Revitalization Center, management/operation of intellectual properties such as various design competition, as well as local design development and hands-on education. (FY 2017 Implementation Status) At the Operational Committee of the Local Revitalization Center, management/operation of intellectual properties such as various design competition, as well as local design development and hands-on education.	(Achievement Level of Mid-term Plans) Since we are continuously discussing about intellectual property rights based on various cases, the plans were almost achieved.	B	B
		(iv)	Continue looking into the way the Center manages and utilizes intellectual property.				B	B

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION																																																		
					Status of Achievement and Reasons								Evaluation																																										
Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A		B		C		D		MID-TERM	ANNUAL																																								
	3. Measures to be Taken to Achieve Goals regarding Contribution to Local Communities		3. Measures to be Taken to Achieve Goals regarding Contribution to Local Communities		ANNUAL	A		B		C		D																																											
	(1) Measures for achievement of goals regarding collaboration and cooperation with local communities, etc.		(1) Measures for achievement of goals regarding collaboration and cooperation with local communities, etc.		MID-TERM	A	6	B	15	C	0	D	0																																										
					ANNUAL	A	6	B	14	C	0	D	0																																										
					MID-TERM	A	5	B	12	C	0	D	0																																										
ANNUAL	A	4	B		12	C	0	D	0																																														
A	The University of Aizu	A	The University of Aizu																																																				
(i)	Establish fundamental policies regarding contribution to local communities.			110 PLN PPR CAS		(Summary of Implementation Status from FY 2012 to FY 2016) On February 26, 2014, the UoA Local Contribution Policy was established. On top of supports for recovery from the Great East Japan Earthquake, we tried to handle needs and wants from local community from the viewpoint of utilization of expert knowledge. We have been contributed on the community in international exchanges, such as lifelong learning support and international students enjoyed cultural exchanges with local public.					(Achievement Level of Mid-term Plans) We created “The UoA Local Contribution Policy”. As such, we have determined that the plans have been achieved.					B	B																																						
	(i) Since creating the "University of Aizu Regional Contribution Policy" on February 26, 2014 as a basic policy for regional contribution, we have carried out a number of programs based on this policy.					(FY 2017 Implementation Status) Based on “The UoA Local Contribution Policy”, we dispatched faculty members for lifelong learning support. We also promoted the cultural exchange between international students and local people.																																																	
(ii)	As a university open to local communities, promote opening of University facilities for use by the general public.			111 GAS SAD CAS ARC		(Summary of Implementation Status from FY 2012 to FY 2016) (b-1) No. of Facility Use <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>0</td><td>2</td><td>0</td><td>1</td><td>3</td></tr></table> (b-2) We did best at opening the facilities to the public. We promoted use of the facilities. - The number of time of use per fiscal year <table><tr><td></td><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>Auditorium</td><td>33</td><td>27</td><td>33</td><td>27</td><td>21</td></tr><tr><td>Lecture Hall</td><td>69</td><td>80</td><td>72</td><td>71</td><td>43</td></tr></table> (b-3) External reasons of athletic facilities, we did our best on maintaining the environment where local groups find easy to use. Time to time, we waived fees and promoted use of the facilities. - No. of facility use per FY <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>143</td><td>133</td><td>217</td><td>225</td><td>173</td></tr></table> (b-4) For meetings and events with companies, UBIC was used. LICTiA was opened in October 2015. Its open space was provided as a place where locals can enjoy. The university used the facility as a venue of IT Aki Forum and many other industry-academia government collaboration activities which the university plays the main role. As a result, 343 of AOI meetings were held in FY2016.					FY2012	FY2013	FY2014	FY2015	FY2016	0	2	0	1	3		FY2012	FY2013	FY2014	FY2015	FY2016	Auditorium	33	27	33	27	21	Lecture Hall	69	80	72	71	43	FY2012	FY2013	FY2014	FY2015	FY2016	143	133	217	225	173	(Achievement Level of Mid-term Plans) The quarter system was introduced in FY2016 and circumstances of facility use has been changed. However, we used the UoA homepage to spread information on use of facilities. The effort showed possibility to generate a certain level of increase. The plans were realized.					B	B
FY2012	FY2013					FY2014	FY2015	FY2016																																															
0	2	0	1	3																																																			
	FY2012	FY2013	FY2014	FY2015	FY2016																																																		
Auditorium	33	27	33	27	21																																																		
Lecture Hall	69	80	72	71	43																																																		
FY2012	FY2013	FY2014	FY2015	FY2016																																																			
143	133	217	225	173																																																			

		(ii)	(ii-1) Based on the agreement concluded with Okuma Town Educational Board, open necessary facilities to Okuma Town's elementary/junior high schools.(MS) (ii-2) Publicize the "UoA's facilities use system" through the University website to increase occupancy of on-campus facilities by the general public. (MS) (ii-3) Maintain athletic facilities in good condition and promote use by local people. (SAD) (ii-4) Provide the open space of UBIC and LICTiA's Innovation Space as a venue for promotion of university-industry collaboration and interactions with the local communities. (CAS)		(FY 2017 Implementation Status) (b-1) Publicize the "UoA's facilities use system" through the University website to increase occupancy of on-campus facilities by the general public, resulting in slight increase than last year Auditorium 11 cases Lecture Hall 64 cases (b-2) The Okuma Town JHS did not use. (b-3) Regarding visitors' use of our athletic facilities were maintained so as to cater to local groups. For public groups' cultural/athletic activities, use fee was exemplad. [The number of internal use] 140 cases (b-4) Utilize UBIC and LICTiA for interexchange with companies and meetings. Open spaces like LICTiA's Innovation Space were provided as public spaces for local area. The university used the facility as a venue of IT Aki Forum and many other industry-academia-government collaboration activities which the university played the main role. 329 (as of the end of February 2018) of AOI meetings were held in FY2017.		B	B																		
			Continue opening of the College's library and the athletic field to promote the facilities use by the general public. Open the gym and athletic field for use by the Okuma Town Junior High School to improve their educational environment. (For details, see the "revitalization support" section.)	112 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Over five years some 1,550 people used the library, while some 55,000 people used the athletic field grounds. Further, the campus was opened to kindergartens, welfare facilities, etc. for flower-viewing parties, and to kindergartens for playing in the snow, etc. Regarding Okuma Town Junior High School, the gymnasium and athletic field were opened for classes, extracurricular activities, etc. since October 2012. In addition, starting in FY2013, efforts were made to improve the school's educational environment by issuing library cards to all students, etc.	(Achievement Level of Mid-term Plans) We continued to open the university library, athletic field, etc. to the general public, the gymnasium and athletic field were opened for Okuma Town Junior High School. In addition, efforts were made to improve the school's educational environment by issuing library cards to all students, etc. Given these factors, the plans were almost realized.	B	B																		
					(FY 2017 Implementation Status) The library was used by 215 visitors and the athletic field was used by 440 groups with 8,646 individuals in total. For Okuma JHS, these facilities had been continuously offered and library cards were issued to all students.		B	B																		
(iii)	Provide lifelong education by actively offering public lectures, etc., taking advantage of intellectual resources possessed by the University, and hold public lectures by dispatched faculty members at locations outside the University, based on requests from local communities.			113 PPR	(Summary of Implementation Status from FY 2012 to FY 2016) Regarding open lectures, we conducted the TRY series and lectures (including seminars) each year. Each year, the UoA sends faculty to conduct dispatch lectures on request from in and out of Fukushima. <table><tr><td></td><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>Lectures</td><td>29</td><td>25</td><td>21</td><td>12</td><td>25</td></tr><tr><td>Dispatch lectures</td><td>19</td><td>18</td><td>18</td><td>26</td><td>73</td></tr></table>		FY2012	FY2013	FY2014	FY2015	FY2016	Lectures	29	25	21	12	25	Dispatch lectures	19	18	18	26	73	(Achievement Level of Mid-term Plans) We have determined that the plans have essentially been achieved as written.	B	B
	FY2012	FY2013	FY2014	FY2015	FY2016																					
Lectures	29	25	21	12	25																					
Dispatch lectures	19	18	18	26	73																					
		(iii)	Taking into account discussions by the Community Affairs and Planning Committee, proactively organize public lectures, etc. including those to be held outside the University while attempting improvement such as adding new theme, etc.		(FY 2017 Implementation Status) 10 sessions of the TRY series, 10 lectures (including seminars), and 3 public lectures by students were conducted as part of the UoA's public lectures, which totaled 23 this fiscal year. 50 dispatch lectures were conducted by faculty members.		B	B																		

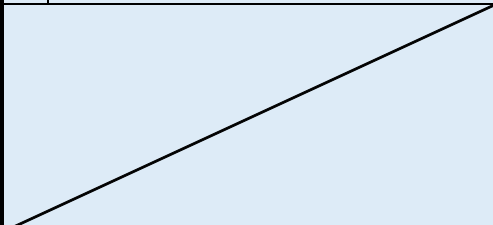
(iv)	Conduct research regarding content of education, teaching materials and IT tools, etc., in cooperation with the Fukushima Prefectural Board of Education, aiming to improve scholastic abilities, especially in mathematics, physics and English, of junior and senior high school students in Fukushima Prefecture. In particular, the University shall further enhance collaboration with Aizu Gakuho High School, based on the University-high school cooperation agreement.		114 SAD 【SRS】	(Summary of Implementation Status from FY 2012 to FY 2016) We strove to disseminate information on the UoA's education by providing mock lectures, etc. to junior and senior high school students from around the prefecture upon request. Based on the academic collaboration agreement we formed with Aizu Gakuho Senior High School in February 2007, we accepted an Aizu Gakuho SHS student as a special audit student in 2014. Further, we continued to dispatch UoA faculty to conduct "spot lectures."	(Achievement Level of Mid-term Plans) Mid-term Plans were realized as planned.												
	(iv) Continue supporting junior and senior high schools in Fukushima in improving their students' math, science, and English abilities, and in furthering internationalization. In particular, dispatch our faculty members to Aizu Gakuho High School for lectures, etc. in accordance with our academic collaboration agreement in order to further strengthen our collaboration.			(FY 2017 Implementation Status) We provided support by conducting mock lectures, etc. and physics course lectures in English to junior and senior high school students from around the prefecture upon request. Further, based on the academic collaboration agreement with Aizu Gakuho Senior High School, we held a council meeting and exchanged opinions regarding FY2017 projects. Specifically, we actively aimed to promote collaboration by having UoA faculty members conduct math and English "spot lectures," provide instruction on English-language presentation-giving as part of preparation for overseas training, etc.													
(v)	Promote contribution to local communities through activities, including off-campus lectures targeted for high school students in and outside Fukushima Prefecture.		115 SAD 【SRS】	(Summary of Implementation Status from FY 2012 to FY 2016) We proactively dispatched faculty members to senior high schools in and out of Fukushima each year in order to conduct dispatch lectures. At the same time, we are also made efforts to promote the University of Aizu. *Dispatch lectures <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>23</td><td>22</td><td>26</td><td>35</td><td>37</td></tr></table>	FY2012	FY2013	FY2014	FY2015	FY2016	23	22	26	35	37	(Achievement Level of Mid-term Plans) We proactively dispatched faculty members to senior high schools in and out of Fukushima each year in order to conduct dispatch lectures. At the same time, we are also made efforts to promote the University of Aizu. As such, we have determined that the plans have been achieved.		
FY2012	FY2013	FY2014	FY2015	FY2016													
23	22	26	35	37													
	(v) Advertise our off-campus lectures through various methods and proactively respond to requests from high schools inside and outside of the prefecture. In particular, continue to strengthen our collaboration with senior high schools inside and outside of the prefecture that have been designated as SGHs (Super Global High schools) and SSHs (Super Science Highschools), etc.			(FY 2017 Implementation Status) We conducted dispatch lectures at a total of 35 high schools in and out of the prefecture based on requests received. Regarding SSH (Super Science High Schools), etc., the UoA provided support to Aizu Senior High School and Aizu Gakuho SHS by conducting lectures, etc. Further, we dispatched faculty members to Aizu SHS, which had been designated for the prefecturally-subsidized Future Global Leaders of Revitalization Development Program in order to conduct lectures.													
(vi)	Cooperate in research and development with medical institutions and organizations related to agriculture and forestry in the region, so as to contribute to development of products and services by those institutions, etc.		116 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) We researched rice paddy weeding robots in collaboration with the Aizu Industrial Network Forum (ANF), an organization formed of Aizu-area manufacturers. In addition, we began to work on a collaborative research project with Aizu Medical Center.	(Achievement Level of Mid-term Plans) The plans were realized.												
	(vi) Take approaches which can contribute to development of products and services by local companies, etc., such as searching for regional needs by exchanging information/opinions with local companies, and promoting matching needs with UoA's research seeds under the leadership of UBIC faculty.			(FY 2017 Implementation Status) In addition to the research above, we carried out efforts in cooperation with the manufacturing industry and ICT companies, such as concluding agreements with IHI Co. and Soramitsu Co., Ltd., and IHI Corporation													

(キ)	Host the “Computer Science Summer Camp” and the “Personal Computing Contest for High School Students in Japan” in cooperation with relevant organizations and entities, etc., in order to nurture individuals who will support the information society and to publicize the University’s distinctive characteristics and strengths nationwide through these events.		117 PLN	(Summary of Implementation Status from FY 2012 to FY 2016) We are organizing the Computer Science Summer Camp and AllJapan High School Computing Contest in collaboration with corporate and institutional affiliates, etc. These events help to make the UoA's characteristics and appeal known across the country. For example, each year, both a number of participants from both events eventually attend the University of Aizu. At the same time, they help develop the talents that will drive our computerized society forward. In particular, PC Koshien's level of recognition has increased nationwide, and the skill level of participants is increasing each year. It is growing into a competition that serves as an objective for high school students.	(Achievement Level of Mid-term Plans) The UoA has organized the Computer Science Summer Camp and PC Koshien, which have both seen high numbers of participants each year from across the country. As such, we have determined that the plans have been achieved.		
		(vii) (vii-1) Host the “Computer Science Summer Camp” in cooperation with relevant organizations and entities. (vii-1) Jointly organize the “AY2016 All-Japan High School Computing Contest (PC Koshien)” with the Prefectural Government and the PC Koshien Executive Committee in order to develop a wider range of ICT talent.		(FY 2017 Implementation Status) (g-1) The steering committee formed by local NPOs, municipalities, companies, and other affiliated organizations organized Computer Science Summer Camp 2017, which was held at the University of Aizu. This year marked the 21th edition of the event. There, 59 junior and senior high school students from in and out of Fukushima as well as 10 high school student- guests from Hong Kong participated in one of three courses, including JAVA Programming. (g-2) PC Koshien 2017, the 15th edition of the event, was organized by the prefecture, the UoA, and the All-Japan Computing Contest Steering Committee. There were 1,749 participants (9 less than last year), and the number of participants in the Programming Division was as many as the last year when we had the record number of participants (1,264). In the 2nd “International High School Division” of the One Image CG Division, there were 90 entries (last time 27 people) from China, South Korea and others.		A	A
(viii)	Promote research and development on broad-spectrum ideas for computer operation responding to various needs and scenes of life.		118 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) We strived to collect information in a number of way, including visiting ICT-related trade shows and showrooms such as JapanITWeek. Additionally, we promoted smart grid infrastructure research in the field of renewable energy and robot research including drones.	(Achievement Level of Mid-term Plans) The plans were realized.		
		(viii) The social platform has been changing after social infrastructure and information technology were integrated. In order to grasp diversifying social needs, support R&D at UoA through collecting information and exchanging opinions at exhibitions on robotics, renewable energy and mobile information terminals, etc. before matching the needs of businesses, etc. with the University's seeds.		(FY 2017 Implementation Status) In addition to participating in exhibitions related to robots and medical devices, we signed a collaboration agreement with SORAMITSU Co., Ltd. and promoted block chain technology development.		B	B
(ix)	Through cooperation with Fukushima Medical University, etc., focus on R&D on IT related to medical support and perform activities, maintaining close communication with local communities.		119 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) We are participating in a review meeting on the management of data collected in the Prefectural Citizen's Health Survey. In addition to the above, we began work on a collaborative research project with Aizu Medical Center.	(Achievement Level of Mid-term Plans) The plans were realized.		
		(ix) Manage the data collected in the survey on prefectural citizens' health management conducted by Fukushima Medical University in a manner that allows the prefectural citizens to feel at ease about their data being collected. This will be done by leveraging the UoA's specialized knowledge about ICT to provide support, including security measures that anticipates system development and crisis management. Further, promote initiatives such as periodic opinion exchanges regarding industry-academia collaboration.		(FY 2017 Implementation Status) Attended the specialists committee for Fukushima Health Management Survey to advise about data dealing and development of new systems. We continued to exchange views with Aizu Medical Center and started collaborative research on diagnostic imaging with Fukushima Medical University Hospital.		B	B

(x)	Promote collaborative research with Fukushima Medical University and other universities inside and outside of Fukushima Prefecture, while taking full advantage of the characteristics of each university. With those universities working together, also promote joint seminars and workshops for faculty and administrative staff development. In addition, the University shall hold joint meetings and lectures, etc. among those universities for periodic exchange of information, so as to promote effective utilization of information obtained at those meetings in the University management.			120 CAS ARC PLN	(Summary of Implementation Status from FY 2012 to FY 2016) Through the Regional Innovation Strategy Support Program (MEXT subsidy program starting in 8/2012), we engaged in research and development in the field of renewable energy. At the same time, we collaborated with other Fukushima universities and research institutes (Fukushima University, Nihon University College of Engineering, Iwaki Meisei University, National Institute of Advanced Industrial Science and Technology, etc.) These initiatives included empirically testing the various reference projects and proof of concept systems that had been developed so far. Further, we received an overall evaluation of A at the end of the valuation from MEXT in March 2017. Academia Consortium Fukushima was selected for the MEXT Program for Promoting Inter-University Collaborative Education. As part of this program, we promoted study abroad at NAFSA (the world's largest exchange event for university personnel, etc.) and conducted Japanese cultural and language training aimed at foreign faculty and international students at Fukushima educational institutes, and for their families, in an effort to effectively utilize the project in university operation.	(Achievement Level of Mid-term Plans) The plans were realized.		
					(FY 2017 Implementation Status) Through the Regional Innovation Strategy Support Program (MEXT subsidy program starting in 8/2012), we engaged in research and development in the field of renewable energy. At the same time, we collaborated with other Fukushima universities and research institutes (Fukushima University, Nihon University College of Engineering, Iwaki Meisei University, National Institute of Advanced Industrial Science and Technology, etc.) These initiatives included empirically testing the various reference projects and proof of concept systems that had been developed so far. Further, we received an overall evaluation of A at the end of the valuation from MEXT in March 2017. Academia Consortium Fukushima was selected for the MEXT Program for Promoting Inter-University Collaborative Education. As part of this program, we promoted study abroad at NAFSA (the world's largest exchange event for university personnel, etc.) and conducted Japanese cultural and language training aimed at foreign faculty and international students at Fukushima educational institutes, and for their families, in an effort to effectively utilize the project in university operation.			
(xi)	Conduct various activities including seminars, in cooperation with private organizations, in order to contribute to nurturing of human resources and rejuvenation of local communities.			121 ARC	(Summary of Implementation Status from FY 2012 to FY 2016) The Aizu IT Aki Forum, which had been organized by the UoA until FY2014, has been jointly organized with the Aizu University Business Consortium since FY2015. In this and other ways, we have contributed revitalizing the region. At the same time, we have engaged in the development of future ICT entrepreneurs by, for example, participating in events including hackathons. We have done this while receiving the cooperation of UoA-launched ventures in the operation of the University of Aizu IT Entrepreneur Development Program, a prefecturally-subsidized project.	(Achievement Level of Mid-term Plans) We are proactively working to develop the talents who will contribute to the revitalization of the region and are executing the plans as written.	B	B

		(xi)	Organize "University-Industry Collaboration Forums" for local companies in cooperation with local chambers of commerce, etc. Further, develop individuals looking to become ITC entrepreneurs through the "University of Aizu IT Entrepreneur Development Program" and "Problem Solving-based ICT Talent Development Model Project"		(FY 2017 Implementation Status) In addition to continue organizing the Aizu IT Aki Forum with the Aizu University-Business Consortium, we strove to develop the talents who aim to become ICT entrepreneurs while gaining the assistance of UoA-launched ventures with the operation of the University of Aizu IT Entrepreneur Development Project (a Fukushima prefecture subsidized project). Further, through the Problem Solving-Based Talent Development Model Project (a Fukushima prefecture subsidized project), we engaged in the development of applications that have the versatility needed to solve the issues of local companies. Moreover, we worked on fostering human resources such as female programmers to support employment in women's prefecture enterprises through the "Girls Who Code Project" (a Fukushima prefecture subsidized project) in collaboration with Fukushima Information Industry Association and other related institutions.		A	A
B	The Junior College	B	The Junior College					
(i)	For promotion of further contribution to local regions, establish fundamental policies for local contribution.			122 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We established the following basic policy on regional contribution and published it on the homepage. (1) Strengthen collaboration with regional affiliated organizations (industry-government-private-academia), (2) Promote regional educational support activities and lifelong learning, (3) Promote student-planned practical learning and practical education, (4) Promote the improvement of education and research activities and the publication of information thereof (5) Open university facilities to the public (6) Promote the support of revitalization from the Great East Japan Earthquake and Nuclear Disaster (FY 2017 Implementation Status) Achieved mid-term plan. We created a basic policy and engaged in variety of projects.	(Achievement Level of Mid-term Plans) We created a basic policy and actively engaged in regional collaborative projects based on said policy, with the Center for Rejuvenation of Local Communities playing a central role. As such, the plans were achieved.	A	
(ii)	Proactively work on student-participatory/hands-on education, off-campus/on-campus public lectures, symposiums, seminars, workshops and research on solution of local issues, etc.			123 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) As part of student-planned practical learning and education, we actively participated in design competitions, volunteer activities, etc. Further, we also worked to solve regional issues through graduation research and regional project exercises. We held special lectures and public lectures 5-6 times per year, respectively. A total of 1,808 people attended. Dispatch lectures were held 770 times per year, with a total of 41,947 people attending them. In addition, as part of university-high school collaboration, we dispatched lecturers to Fukushima Prefecture's Aizu Gakuho Junior and Senior High Schools. Further, we conducted information exchanges, etc. related to education and research. We also conducted remote classes with Yamagata City's Commercial High School.	(Achievement Level of Mid-term Plans) Leveraging the specialized field of each school, we actively conducted student-planned practical learning and education. Further, the number of dispatch and public lectures, as well as their attendance, is trending upwards each year. As such, the plans were realized.	A	

		(ii)	Centering on the Center for Rejuvenation of Local Communities, provide student-participatory/hands-on education, seminars, workshops, off/on-campus public lectures, symposiums, etc. Proactively promote student-participatory/hands-on education, through research on regional issues in "local practical research project," "Graduation Research," "Regional Project Workshops" and "Special Workshops for Revitalization Support."			(FY 2017 Implementation Status) (1) As part of student-planned practical learning and education, we made efforts to solve regional issues through graduation research and regional project exercises. We actively participated in many themes, such as design competitions, volunteer activities, etc. (2) We conducted special lectures and public lectures 5 times, which were attended by 147 people. We conducted a total of 146 dispatch lectures covering 13 fields and 95 labs which were attended by 6,761 people. (3) In university-high school collaboration, we dispatched lecturers to Fukushima Prefecture's Aizu Gakuho JHS and SHS four times, and conducted information exchanges on education and research once. We conducted remote classes at Yamagata City Commercial High School four times.		A	A
(iii)	In order to further contribute to local regions and communities, discuss enhancement of the administration system through assignment of full-time researchers and staff to the Center for Rejuvenation of Local Communities, etc.			124 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) In the Center for Rejuvenation of Local Communities, we created positions for a Center Director (concurrent post), a Deputy Center Director (concurrent post), a Center Researcher (concurrent post), and a full-time commissioned personnel (regional coordinator), and three Specially Appointed Researchers (former UoA faculty members).	(Achievement Level of Mid-term Plans) We are continuing discussions of the creation of a stable system. The plans were almost realized.		
	(iii)					In order to further contribute to local regions and communities, utilizing "local practical research project" etc., discuss enhancement of the operational issues and operational system of the Center for Rejuvenation of Local Communities and its relevant organization.			
(iv)	Work on solution of local issues through cooperation with prefectural/municipal governments and Academia Consortium Fukushima in administration policy making and implementation.			125 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) Every fiscal year, we engaged in unique activities which fully use strengths of each specialty as cooperation/collaboration projects with relevant organization in the region (Industry, government, citizen, academia.) The major projects include 1) Let's Get Fit by Delicious "Dietary" from Fukushima project, 2) Fukushima prefectural project "Student-centered Revitalization of Rural Community, 3) Aizu Town Art Project, and 4) Green Tourism Project. There include local health and industrial matters as well as mid- mountainy areas. We cooperated in the Program for Promoting Inter-University Collaborative Education organized by Academia Consortium Fukushima, namely 1) site visit to a power plant, 2) Kawauchi revitalization festival, 3) FAP short-term program. Project for hands-on research in the region was established. Local collaboration of needs and seeds was promoted in addition to project concurrent collaboration project. Future achievements in research/educational activities are expected.	(Achievement Level of Mid-term Plans) We were able to achieve the plans through proactive activities including the active development of collaborative/cooperative projects with the prefectural government and local municipalities, cooperation in the Program for Promoting Inter-University Collaborative Education organized by Academia Consortium Fukushima, and the creation of the "local practical research project," which promotes the growth of budding new regional collaborations.	B	B

		(iv)	Work on regional issues while taking part in projects organized by municipal governments, including Aizu Regional Development Bureau and Southern Aizu Regional Development Bureau, which are members of our Center for Rejuvenation of Local Communities. Making use of the "Collection of Research Seeds" and "local practical research project," promote matching of our faculty's research fields with issues of each local region.		(FY 2017 Implementation Status) We promoted project-based research that considers the characteristics of the region, in addition to the same collaborative and cooperative projects as FY2017 with regional affiliated organizations (industry-government-private-academia). The Research Seeds Collection and List of Dispatch Lectures and Lecturers were updated. In addition, they were posted on the homepage and sent to affiliated organizations, primarily those belonging to the Center for Rejuvenation of Local Communities Steering Committee (38 organizations in industry, government, the private sector, and academia). In the "local practical research project," we engaged in the following things. (1) Research related to proposals for revitalization that leverages the historical and folk culture of the Minamiaizu region (2) The creation of content and a homepage that introduces activities aimed at regional revitalization of Aizuwakamatsu City's Minato District (3) Development of modeling workshops as an educational activity towards local communities (4) Practical activity projects such as storytelling to children with special educational needs		A	A
(v)	In collaboration with various bodies including private organizations such as NPOs, and private companies, etc., nurture human resources and work on solution of local issues.			126 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Through various student-planned practical learning and education, as well as various programs and projects, we leveraged the specialization of each department and engaged in additional broad collaborations with the local community. These included proposing designs through a design competition based on requests from companies, development of new products through seminar activities, developing menus and participating in recipe contests, and cooperating with NPOs as part of volunteer activities.	(Achievement Level of Mid-term Plans) The plans were achieved through the holding of design competitions based on requests from organizations and companies, as well as the improvement of student-planned practical learning and education.		
					(v)	Promote collaboration with private sectors, including NPOs and companys, through off-campus lectures, local practical research project, student-participatory/hands-on education and other projects, and jointly contribute to local revitalization in terms of human resource development and formation of knowledge-based society.	(FY 2017 Implementation Status) Through various student-planned practical learning and education, as well as various programs and projects, we leveraged the specialization of each department and engaged in additional broad collaborations with the local community. These included proposing designs through a design competition based on requests from companies, development of new products through seminar activities, developing menus and participating in recipe contests, and cooperating with NPOs as part of volunteer activities.	

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION												
					Status of Achievement and Reasons								Evaluation				
Item	1 Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	1 Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A		B		C		D		MID-TERM	ANNUAL		
	3. Measures to be Taken to Achieve Goals regarding Contribution to Local Communities		3. Measures to be Taken to Achieve Goals regarding Contribution to Local Communities		ANNUAL	A		B		C		D					
	(2) Specific measures regarding promotion of regional industry		(2) Specific measures regarding promotion of regional industry		MID-TERM	A		B		C		D					
					ANNUAL	A		B		C		D					
					MID-TERM	A	1	B	3	C	0	D	0				
					ANNUAL	A	2	B	2	C	0	D	0				
A	The University of Aizu	A	The University of Aizu														
(i)	Proactively provide knowledge and expertise of our faculty members to support diversified development and cultivation of markets by companies and research institutions, etc. in Fukushima Prefecture.			127 CAS		(Summary of Implementation Status from FY 2012 to FY 2016) We conducted new technology information sessions. Further, we attended exhibitions organized by municipalities within the prefecture, etc. At the same time, we worked to match manufacturers with IoT technologies.					(Achievement Level of Mid-term Plans) The plans were realized.						
(i)	UBIC faculty search for needs of companies and match them with research seeds. Promote technology transfer to the companies in Fukushima, etc. by organizing technical explanatory meetings where inventors provide explanations for future practical use of technologies, and as needed, by giving technical guidance, etc. by themselves.					(FY 2017 Implementation Status) Held technology presentation meetings organized JST. Concluded an agreement and conducted joint research on IoT technology introduction in manufacturing industry.											
(ii)	Conduct seminars which will help create university-led venture businesses, and promote various forms of cooperation with existing university-led venture businesses.			128 ARC		(Summary of Implementation Status from FY 2012 to FY 2016) With the Revitalization Center established in March 2013 playing a central role, we frequently held Aizu Open Innovation Meetings (AOI Meetings) with the objective of stimulating diverse discussion and creation, as well as creating innovative technologies and business models. We asked UoA-launched ventures to participate in meetings as appropriate for the content of said meeting. We also made efforts to develop talent by implementing the Venture Startup Workshop. Held practical courses for entrepreneurship through the University of Aizu IT Entrepreneur Development Program.					(Achievement Level of Mid-term Plans) We have been able to implement the University of Aizu IT Entrepreneur Development Project and Problem Solving-based Talent Development Model Project (Fukushima Prefecture subsidized projects) as planned each year by continuously and frequently holdings AOI meetings while also, for example, collaborating with UoA-launched ventures.						
(ii)	As an institutional supporter of the Aizu IT Industry Promotion Council (comprised of ventures and other companies in Aizuwakamatsu City) founded primarily by Aizuwakamatsu City in May 2015, support the Council's initiatives. These initiatives include strengthening the products and services of IT venture companies, matching them with businesses in the metropolitan area, etc. Further, the "Aizu Open Innovation (AOI) Conference" (which has a goal creating revolutionary technologies and business models by stimulating diverse discussion and creation) will serve the core of efforts to collaborative initiatives with UoA-launched ventures, including programs to develop IT entrepreneurs (such as the prefectural "University of Aizu IT Entrepreneur Development Program" and "Problem Solving-based Talent Development Model Project") and collaborative organization of ICT-related seminars.					(FY 2017 Implementation Status) Held the Venture Experience Workshop, AOI meetings and practical lectures (patent related, business plan, etc.) on the University of Aizu IT Entrepreneur Development Project (Fukushima Prefecture subsidized projects).We also asked UoA-launched ventures to participate in technical consultations, when we exchanged opinions with companies. Further, we collaborated with UoA-launched ventures when implementing the Industrial Robot Development Support Project and the "Problem Solving-based Talent Development Model Project") (Fukushima prefecture subsidized projects).											
																B	B

(iii)	Make efforts to realize smooth operation of "Laboratory for Leading-edge ICT in Aizu" which provides a place for ICT companies, University, public organizations and existing venture companies to collaborate to conduct research and develop leading-edge ICT. At the same time, set an environment that will lead to creation of university-led venture businesses.			129 ARC		(Summary of Implementation Status from FY 2012 to FY 2016) We opened the Laboratory for leading-edge ICT in Aizu as a new hub for industry-academia-government collaboration in October 2015 and have provided it as a space for the creation of innovation. At the same time, we have proactively leveraged it as a place for realizing co-creation (the act of creating things as a team) with the University of Aizu IT Entrepreneur Development Project (a Fukushima Prefecture subsidized project), conducting 343 AOI meetings in FY2016.	(Achievement Level of Mid-term Plans) Laboratory for leading-edge ICT in Aizu playing a central role, we have provided university facilities as space for the creation of innovation. At the same time, we have proactively leveraged the facility in the University of Aizu IT Entrepreneur Development Project (a Fukushima Prefecture subsidized projects), implementing the plans as written.											
	(iii)	With the Laboratory for Advanced ICT in Aizu (LICTiA), which opened in October 2015, serving as a core facility, collaborate with ICT-related companies, universities, public sector institutions, and existing University-launched ventures, etc. to carry out advanced ICT R&D. Further, provide the sort of places for innovation that will lead to the creation of new UoA-launched ventures. Additionally, strive to create a place where co-creation (the act of creating something as a team), which is a core of the prefecture's "University of Aizu IT Entrepreneur Development Program," can be realized.	(FY 2017 Implementation Status) We engaged in various collaborations such as asking UoA launched ventures to participate in technical consultations and exchanges of opinions with companies as necessary, conducting 361 AOI meetings in FY2017.															
B	The Junior College	B	The Junior College						B	A								
(i)	Under the initiative of the Center for Rejuvenation of Local Communities, aiming at working on 10 or more collaborative projects a year, carry out joint research through industry-government-university collaboration and work on revitalization of local industry and rejuvenation of depopulated/hilly regions.			130 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) In Aizu-wakamatsu city and the rest of the part in Fukushima prefecture, a collaboration project was implemented. The local hands-on research project featured revitalization of mountainary areas proactively. <table><tr><td></td><td>Collaboration</td><td>Local hands-on research</td></tr><tr><td>AY0215</td><td>6</td><td>4</td></tr><tr><td>AY0216</td><td>4</td><td>4</td></tr></table>		Collaboration	Local hands-on research	AY0215	6	4	AY0216	4	4	(Achievement Level of Mid-term Plans) Regarding the numerical target of 10 regional collaborative/cooperative projects annually, we believe that we can achieve the plan, as we are making progress on the creation of an environment for proactively engagement in initiatives. This includes the proactive initiatives of each department's faculty members, the improvement of student-planned practical learning and education, the launch of local practical research projects, etc. The plans were realized.		
		Collaboration	Local hands-on research															
AY0215	6	4																
AY0216	4	4																
(i)	Centering on the Center for Rejuvenation of Local Communities, exchange opinions with local municipalities to discover local issues, in order to promote industry-government-university collaboration by making proposals for collaborative projects utilizing "local practical research project,"for example. Conduct commissioned projects, taking advantage of local resources, including historical sites, cultural characteristics, tradition, natural beauty, local industry, specialties, and vacant houses. Through such activities, contribute to increase in the number of people visiting the region, promotion of settlement and/or residence in two regions and local revitalization, in an effort to develop local industry and culture.	(FY 2017 Implementation Status) In Aizu-wakamatsu city and the rest of the part in Fukushima prefecture, a collaboration project was implemented. The local hands-on research project featured revitalization of mountainary areas proactively. <table><tr><td></td><td>Collaboration</td><td>Local hands-on research</td></tr><tr><td>AY0217</td><td>6</td><td>4</td></tr></table>		Collaboration	Local hands-on research	AY0217	6	4										
	Collaboration	Local hands-on research																
AY0217	6	4																
									A	A								

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION										
					Status of Achievement and Reasons								Evaluation		
Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University	Item	I Measures to be Taken to Achieve Goals regarding Improvement of the Quality of Education/Research Conducted at the University		MID-TERM	A		B		C		D		MID-TERM	ANNUAL
	4. Measures for Achievement of Goals regarding International Exchange		4. Measures for Achievement of Goals regarding International Exchange		ANNUAL	A		B		C		D			
	(1) Measures for achievement of goals regarding promotion of international exchange		(1) Measures for achievement of goals regarding promotion of international exchange		MID-TERM	A	0	B	6	C	0	D	0		
					ANNUAL	A	2	B	4	C	0	D	0		
					MID-TERM	A	0	B	6	C	0	D	0		
					ANNUAL	A	2	B	4	C	0	D	0		
ア	ア 会津大学	ア	ア 会津大学												
A	Promote activities related to international exchange on the initiative of the Center for Strategy of International Programs, and take follow-up measures to further promote international research collaboration and student exchange, etc. in an efficient and organized manner, through continuous improvement of the University's international exchange structure.			131 OSIP		(Summary of Implementation Status from FY 2012 to FY 2016) Having been selected for the Top Global University Project in FY2014, the Center for Globalization was established within the university. Inheriting the duties of the Center for Strategy of International Programs, the Center is engaged in the internationalization of the university, as well as well conducting university-wide international exchange activities. Further, the number of exchange agreements with overseas universities, etc. has greatly increased and we have also established cooperative laboratories and implemented a dual degree program and international credit recognition, etc.					(Achievement Level of Mid-term Plans) Mid-term Plans have been satisfied as planned.				
		A	(a-1) While asking the opinions, etc. of faculty serving as liaisons with our international partners, conduct university-wide international exchange activities centered on the Center for Strategy of International Programs. (a-2) Make on-campus announcements of activities by the Center for Strategy of International Programs on a constant basis, in order to share information with faculty and staff members. Furthermore, proactively publicize University's international exchange activities through information disclosure on the University website and information provision to mass media, in an effort to make use of the achievements for the benefit of local communities. (a-3) Streamline the system to accept/send researchers for international joint research projects. (a-4) Aim at developing the faculty and staff members involved with international affairs by having them participate in workshops at various international exchange organizations. (a-5) In collaboration with JICA, other international organizations, elementary schools, local governments, etc., promote fostering of internationally-minded students.			(FY 2017 Implementation Status) (a-1) Collaborating with faculty liaisons overseas agreements, etc. we developed academic and research exchanges with overseas universities, etc. The ICT Global Program All-English Course which started accepting applications 11 in AY 2016 and 16 in AY2017. In addition, we have conducted internship programs, short term study abroad, etc. at overseas bases in Silicon Valley, Rose-Hulman Institute of Technology, and Dalian Neusoft Institute of Information. (a-2) Regarding public relations, we publish SGU KAWARABAN once every two months and set up 2 signage for information on events and achievements related to the global promotion. We also utilize these information to recruit ICTG international students, and as the consultation tool to share opportunities and experiences of overseas dispatch business. (a-3) By supporting expenses and paper works for the international conferences at UoA, we were able to improve the results such as presentations in the collaborative research with overseas researchers, writing the dissertation, etc. (a-4) By having UoA faculty members actively involved in overseas recruiting as contact persons, we increased our knowledge and expertise of specialized fields in academic and research exchanges. Further, we also held a crisis management orientation and arranged the in-campus crisis management system. (a-5) Holding seminars on "Global Human Resources Development Leadership in Fukushima"organized Fukushima International Association, as well as deepening the regional and international understanding by collaborating with elementary schools, local municipalities. Further, as a part of supporting international students, we organized Japanese culture study tours by collaborating with prefectural and city-level international exchange organizations.									
														B	B

B	Promote exchange with universities in many different countries including partner universities, etc. When extending or concluding an exchange agreement, closely review details of the agreement from strategic perspectives. By doing this, substantive exchange of faculty members and students, and collaborative research, etc. shall be further promoted.		132 OSIP	(Summary of Implementation Status from FY 2012 to FY 2016) As a result of proactively developing international exchange activities with the Center for Globalization playing a central role, we signed agreements with 80 overseas universities and research institutes in 20 countries in total. Further, this led not only to the signing of agreements, but to concrete exchange activities with overseas universities. This includes the establishing of cooperative laboratories, the implementation of dual degree programs, and the signing of memorandums on international credit recognition. In particular, in student exchanges, we conducted active exchanges by actively dispatching and accepting students while utilizing external funding, etc. At the same time, we designated Hanoi and Dalian as key universities, leading to students from both universities entering the UoA through the ICT Global Program Advanced Standing Admission (Selection for Overseas Residents) in October 2017.	(Achievement Level of Mid-term Plans) Mid-term Plans have been satisfied as planned.		
		B (B—1) Having considered the previous achievements in student exchanges and academic exchanges, as well as the regional balance, etc. select strategic partner universities, increase the quality and reciprocity of student needs, and educational/academic research activities. (B—2) Aim to create an environment related to student exchanges through discussion with partner schools, etc. and conduct overseas study abroad and training programs. Specifically, improve the Silicon Valley training program, in addition to the existing short-term study abroad program Global Experience Gateway (at RHIT, Waikato, and the DNA Program), and medium-term study abroad programs. Further, in regards to acceptance of students, expand the 2+2 Program, DDP, etc. within the ICT Program. (B—3) Aim to be selected for scholarships and other subsidies related to international exchange that are appropriate for the UoA, such as the international student support program (exchange agreement) promoted by JASSO.		(FY 2017 Implementation Status) (b-1) We then selected key universities based on previous achievements and future prospects and strove to preferentially expand exchanges with these universities. (b-2) We made short-term training programs and the classes that students take before attending them eligible for accreditation as the English course Global Experience Gateway and the SCCP course Internship Program. Additionally, we dispatched 8 students to the Silicon Valley Internship and implemented a program from the new perspectives of entrepreneurial spirit and maker culture. (b-3) In regards to acceptance of students, expand the 2+2 Program, DDP, etc. within the ICT Program. (b-4) We used the JASSO international student exchange support system (for dispatching/accepting students based on exchange agreements) to reduce the burden on students.		B	B
C	Accept international students in a proactive manner and promote interactions between international students and local communities for cross-cultural understanding, so that they can transmit information regarding current conditions and attraction of Fukushima Prefecture to inside and outside Japan.		133 OSIP	(Summary of Implementation Status from FY 2012 to FY 2016) Students accepted through the 2015 Student Hosting Program (part of the Fukushima Revitalization Support Program) learned about the state of Fukushima prefecture, as well as its appeal, etc. In addition, we were able to disseminate information on social media and the UoA website from the perspective of these international students. In FY2016, we established a new ICT Global Program AllEnglish Course and a Global 3+2 Program in an effort to actively attract excellent students from overseas partner universities.	(Achievement Level of Mid-term Plans) Mid-term Plans have been satisfied as planned.		
		C Proactively accept international students and deepen their understanding of the current situation of Fukushima and its appeal, etc. through exchange events with the local populace and student acceptance programs (the Fukushima Reconstruction Support Program). Further, disseminate information inside and outside of Japan by posting information on the activities on the homepage, and by sharing information with the press.		(FY 2017 Implementation Status) Conducted SNS photo contest by international students, faculty members and families to distribute the current state, charm, etc. of Fukushima.		B	A
D	Provide assistance in planning and holding of international academic conferences, as part of the University's activities in supporting international research collaboration.		134 OSIP	(Summary of Implementation Status from FY 2012 to FY 2016) We organized around seven international and other conferences each year. We are also engaged in international collaborative research activities including the invitation of researchers from partner institutions to conferences, etc.	(Achievement Level of Mid-term Plans) Mid-term Plans have been satisfied as planned.		

		D	Assist planning and operation of international conferences and workshops.		(FY 2017 Implementation Status) In FY2017, we supported 4 (5 in AY2016) international conferences, etc. In order to streamline the administrative procedures, we revised the guidelines for financial support and clarified who and what are eligible for support. Further, we provided information to press organizations in an effort to disseminate information outside of the university. By doing this, participants in the international conferences included not only individuals involved in education and research, but those from universities, companies, and municipalities with which we have research collaborations. This allowed us to promote research results broadly within and without the university and to give back to society.		B	B
E	Improve the quality of performance of duties related to international activities within the University through education and training of employees who have such duties, including training seminars for translators at the University to improve their skills, and practical education to foreign personnel advisors.			135 BAS	(Summary of Implementation Status from FY 2012 to FY 2016) Once every half a year, we dispatched our five translation and interpretation staff to interpretation training, etc. In the first half, the members went to interpretation school in Tokyo, etc. And we invited external lecturers to conduct interpretation training etc. in the second half.	(Achievement Level of Mid-term Plans) By allowing our translation and interpretation staff to participate in training each fiscal year the level of daily duties have been increasing. As such, the plans were achieved.		
		E	Provide practical training to the personnel engaging in international duties, such as in-house translators, to improve the quality of their performance.		(FY 2017 Implementation Status) We invited external lecturers to conduct interpretation training for the five members of the translation and interpretation staff in February 2017. Various procedures were described on a handout as part of duty training for Foreign Personnel Advisors and all of other staff in charge of international relevant duties.		B	A
F	Promote international exchange in cooperation with the University, while discussing a detailed plan for exchange activities and putting the plan into practice in the order of activities having higher feasibility. (The Junior College)			136 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Every year, we looked for possible opportunities for international exchanges. FY2012 Speech lecture related to international exchanges FY2013 Skype exchanges FY2014 Skype exchanges Thai-Nichi Institute of Technology, exchange meeting with international students, commitment into Young Americans, acceptance of international students FY2015 Exchanges with Milan National University students, commitment into Young Americans, acceptance of international into Young Americans, acceptance of international students, FY2016 Skype exchanges Thai-Nichi Institute of Technology, exchanges with Milan National University students.	(Achievement Level of Mid-term Plans) Continuous international exchanges are being conducted and the plans were almost realized.		
		F	Promote international exchange in cooperation with the University, while discussing possible approaches for exchange activities at the International Exchange Committee meetings, and put them into practice on a trial basis. (JCD)		(FY 2017 Implementation Status) In December, "Cooking seminar" was held mainly organized by the Department of Food and Nutrition to disseminate information on traditional Aizu ingredients and Japanese foods to foreign residents in Aizu. Teachers from the Department of Early Childhood Education proactively organized "Small Yellow Letter Project", a workshop, and exchanged handmade christmas cards with local elementary school students, as well as interacting with elementary schools from Ukraine.		B	B

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION										
					Status of Achievement and Reasons								Evaluation		
Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake	Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake		MID-TERM	A	2	B	12	C	0	D	0	MID-TERM	ANNUAL
	1.Measures for Achievement of Goals regarding Provision of Support to Reconstruction Efforts from the Great East Japan Earthquake		1.Measures for Achievement of Goals regarding Provision of Support to Reconstruction Efforts from the Great East Japan Earthquake		ANNUAL	A	5	B	9	C	0	D	0		
	(1) Specific measures for nurturing of IT human resources, etc.		(1) Specific measures for nurturing of IT human resources, etc.		MID-TERM	A	1	B	8	C	0	D	0		
					ANNUAL	A	4	B	5	C	0	D	0		
					MID-TERM	A	0	B	4	C	0	D	0		
ANNUAL	A	2	B	2	C	0	D	0							
A	accumulate IT engineers to the region, in order to vitalize industry through creation of innovations.	A	accumulate IT engineers to the region, in order to vitalize industry through creation of innovations.												
(i)	Nurture ICT talents by providing training programs organized by "Aizu SLF (Software Linkage Firm) Conference", etc.			137 PLN ARC		(Summary of Implementation Status from FY 2012 to FY 2016) Until FY2014, in collaboration with IT companies in Fukushima, the Aizu SLF Conference conducted a talent development and employment creation program aimed at developing IT engineers capable of going straight to work in the private sector. In FY2015 and beyond, member companies of the Aizu SLF Conference utilized and promoted the UoA's talent development project in order to develop talent. Further, with support from IT companies in Fukushima, we conducted employment support aimed at connecting evacuees with IT-related companies in order to secure ICT talent and to help evacuees inside and outside of the prefecture return home and rebuild their lives.				(Achievement Level of Mid-term Plans) Despite the content of the program changing due to the state of the prefectural budget, etc., we are continuing initiatives to contribute to the revitalization of Fukushima prefecture through the development of ICT specialists, etc. As such, we have determined that the plans have been achieved.					
(i)	Foster ICT professionals capable of succeeding in local companies through collaboration with the Aizu SLF Conference.					(FY 2017Implementation Status) UoA-affiliated organizations (including Aizu SLF Conference) conducted employment support aimed at connecting graduates of the Female Programmer Development Program with IT-related companies while also continuing to provide help evacuees find work at IT-related companies.									
(ii)	In cooperation with private companies, organize more courses for management of technology (MOT) and smart phone applications.			138 ARC		(Summary of Implementation Status from FY 2012 to FY 2016) By organizing the ANF Morning Salon in collaboration with manufacturing companies, etc., as well as the UoA "Kumo" Salon in collaboration with venture companies, as well as through the University of Aizu IT Entrepreneur Development Program (a Fukushima prefecture subsidized project starting in 2015), we engaged in the development of future ICT entrepreneurs with the cooperation of UoA-launched venture companies.				(Achievement Level of Mid-term Plans) We have been able to implement our plans as written. This has included organizing ICT skill seminars with the help of UoA-launched ventures and other private-sector companies.					
(ii)	Mainly through the prefectural "University of Aizu IT Entrepreneur Development Program," cooperate with UoA-launched ventures and engage in the development of would-be IT entrepreneurs.					(FY 2017 Implementation Status) Through the University of Aizu IT Entrepreneur Development Program (a Fukushima prefecture subsidized project starting in 2015), we engaged in the development of future ICT entrepreneurs by holding seminars on leading-edge ICT skills including application development, VR, etc. through hackathons with the help of UoA-launched ventures, etc.									

イ	Through practical and hands-on education, nurture human resources who can assume a leading role in coping with reconstruction from the Great East Japan Earthquake. (The Junior College)		139 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We strove to develop talents capable of solving revitalization-related issues through GT research seminars and regional project exercises. Students worked on themes that would lead to solving revitalization-related issues through learning support volunteering and other activities, and through GT research. In off-campus lectures, nine lectures with topics related to earthquake disasters were established. In addition, special lectures on the revitalization-related themes were held with external lecturers invited. Further, we supported the nurturing of future leaders of Okuma Town by sending lecturers to Okuma Town elementary/junior high schools	(Achievement Level of Mid-term Plans) Regarding supporting revitalization from the Great East Japan Earthquake and talent development, we generated results through practical initiatives such as off-campus lectures, and the plans were largely achieved.		
		B (b-1) Provide practical education to learn current situation and problem of reconstruction support through the courses, "Special Workshops for Revitalization Support," "Regional Project Workshops," "Graduation Research Seminars," "Comprehensive Studies," etc., and nurture human resources who can solve issues associated with revitalization. (b-2) Through off-campus/on-campus lectures organized by the Center for Rejuvenation of Local Communities, nurture human resources who can solve issues associated with revitalization. (b-3) Based on the educational collaboration agreement concluded with the Okuma Town Educational Board, send lecturers to Okuma Town elementary/junior high schools, and open the College's facilities such as the gym and athletic field, etc. to them, in order to support nurturing of future leaders of Okuma Town.		(FY 2017 Implementation Status) (b-1) We strove to develop talents capable of solving revitalization-related issues through GT research seminars and regional project exercises. Students worked on themes that would lead to solving revitalization-related issues through learning support volunteering and other activities, and through GT research. (b-2) In off-campus lectures, we created lectures with themes related to earthquake disaster aimed at solving revitalization-related issues. (b-3) Based on the educational collaboration agreement concluded with the Okuma Town Educational Board, we supported the nurturing of future leaders of Okuma Town by sending lecturers to Okuma Town elementary/junior high schools and opening the College's facilities such as the gym and athletic field, etc. to them.		B	B
C	Provide support to the reconstruction through the University's think tank function and expertise.	C Provide support to the reconstruction through the University's think tank function and expertise.					
(i)	Continue "Akabeko Program," and give advice and instructions regarding the reconstruction.		140 PPR	(Summary of Implementation Status from FY 2012 to FY 2016) We conducted the following lectures on different topics in response to requests from Kumamachi Elementary School and Ono Elementary School. - 2012: Two lectures Conducted mini-lectures on radiation at Aizu Misato Town Civic Hall - 2013: Two lectures Conducted health lessons at the Kids College event organized by the JCD's Center for Rejuvenation of Local Communities Et al. - 2014: Three lectures "International Understanding: Interacting With People from Different Countries" Et al. - 2015: Four lectures "About Radiation" Et al. - 2016: Four lectures "About Radiation" "About the Sun and Moon" "International Understanding: Interacting With People from Different Countries" "About the Environment"	(Achievement Level of Mid-term Plans) With the idea of advice/guidance regarding revitalization in mind as primary concern, we collaborated with the JCD to hold lectures based on the agreement with the Okuma Town BOE. As such, we have determined that the plans have essentially been achieved as written.		
		(i) Continue the "Akabeko Program." In cooperation with the Junior College Division, make efforts to meet requests and needs from the Okuma Town Educational Board, with which UoA has concluded an agreement.		(FY 2017 Implementation Status) In collaboration with the JCD, we conducted lectures on content requested by Kumamachi ES and Ono ES. Two times ・"About Radiation (1)" ・"About Radiation (2)"		B	B

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION															
					Status of Achievement and Reasons								Evaluation							
Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake	Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake		MID-TERM	A		B		C		D		MID-TERM	ANNUAL					
	1.Measures for Achievement of Goals regarding Provision of Support to Reconstruction Efforts from the Great East Japan Earthquake		1.Measures for Achievement of Goals regarding Provision of Support to Reconstruction Efforts from the Great East Japan Earthquake		ANNUAL	A		B		C		D								
	(2) Specific measures for establishment of a new social framework		(2) Specific measures for establishment of a new social framework		MID-TERM	A	1	B	1	C	0	D	0							
					ANNUAL	A	1	B	1	C	0	D	0							
	A		Contribute to the project for Fukushima international city of Science and industry (Innovation Coast) by providing robotics companies in Hama-dori with techniques of robotic development taking advantage of characteristics as an ICT-specialized university.				141 CAS ARC		(Summary of Implementation Status from FY 2012 to FY 2016) Starting from FY2015, in addition to the development of disaster-response robots and the creation of a software library in collaboration with Fukushima companies, etc., we engaged in training sessions aimed at talent development.								(Achievement Level of Mid-term Plans) Through University of Aizu Robot Valley Promotion Project and so on, achieved an accomplishment such as robotics technology development, companies' robotics technical support and cultivation of human resources. Achieved above Mid-Term Plans.			
					A	Make efforts to steadily promote the UoA Robot Valley Promotion Project (prefectural subsidized project for FY2015-2017). Specifically, promote the following initiatives. (1) Collaborative R&D with robotics-related companies in Hamadori-area , etc. (2) Technical development of robotic movement, technical R&D of robotic work etc. (3) Development and operation of a software development platform (Software Library) at LICTiA Further, add functions and expanding the content of training, etc. to increase the number of users.												A	A	
B	Under the leadership of the Center for Rejuvenation of Local Communities, proactively promote activities closely related to local regions, such as projects for revitalization of local industry, rejuvenation of depopulated/hilly regions and reconstruction of local communities. (The Junior College)			142 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) Revitalization support projects such as learning support and Kids College were organized. Further, starting from FY2015 we established the "regional practical research project" and engaged in the revitalization of regional industry, the revitalization of depopulated mountainous regions, etc.								(Achievement Level of Mid-term Plans) Through revitalization support projects and industry-academia-government-private collaboration in various regions, we were largely able to achieve the plans for revitalization of regional industry, revitalization of depopulated mountainous regions, and rejuvenation of regional communities.						
		B	Under the leadership of the Center for Rejuvenation of Local Communities, proactively promote activities closely related to local regions, such as practical local research projects, projects for revitalization of local industry, rejuvenation of depopulated/hilly regions, reconstruction of local communities, and overcoming of harmful rumors											B	B					

3. Evaluation by Item

MID-TERM PLAN			FY 2017 ANNUAL PLAN			(Administrative Responsibility)	SELF-EVALUATION											
							Status of Achievement and Reasons								Evaluation			
Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake		Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake			MID-TERM	A		B		C		D		MID-TERM	ANNUAL	
	1.Measures for Achievement of Goals regarding Provision of Support to Reconstruction Efforts from the Great East Japan Earthquake			1.Measures for Achievement of Goals regarding Provision of Support to Reconstruction Efforts from the Great East Japan Earthquake			ANNUAL	A		B		C		D				
	(3)Smooth operation of University of Aizu Revitalization Center			(3)Smooth operation of University of Aizu Revitalization Center			MID-TERM	A		0	B	3	C	0	D			0
							ANNUAL	A		1	B	2	C	0	D			0
A	In order to contribute to revitalization from the Great East Japan Earthquake in accordance with the “Vision for Revitalization of Fukushima Prefecture,” taking advantage of characteristics as an ICT-specialized university, reinforce the administration of the University of Aizu Revitalization Center by deploying specialized teachers, etc.		A In order to improve operations of the UoA Revitalization Center, strengthen it by employing full-time faculty for the Center, etc., promoting products like the Robot Valley Promotion Project, etc. aimed at university business government collaboration, the development of IT entrepreneurs, and the realization of the Fukushima Innovation Coast concept.		143 ARC		(Summary of Implementation Status from FY 2012 to FY 2016) We made efforts to create a system for assigning full-time faculty members to the Revitalization Center. Starting in FY2015, we assigned two full-time faculty members (general PM, LICTiA manager) in an effort to strengthen our operational structure.				(Achievement Level of Mid-term Plans) We have been able to implement our plans as written.				B	B		
							(FY 2017 Implementation Status) By assigning two full-time faculty members to the Revitalization Center, we promoted the smooth implementation of RC projects.											
B	Smoothly operate “ICT lab”, which is the core facility of the University of Aizu Revitalization Center and base of experimental study of leading-edge ICT. Conduct variety of advanced research including strategic cooperation with other organizations and Nurture leading ICT talents by hands-on training methods.		B Provide the Laboratory for Advanced ICT in Aizu (LICTiA), which opened in October as a place for people from academia, industry, and government (UoA faculty, researchers, students, individuals from UoA-launched venture companies, municipal employees, etc.) can gather. In addition, with the Revitalization Center serving as a core, promote research related to utilizing ICT in disaster reconstruction, including renewable energy, big data analysis, and research that leverages cloud platforms. Further, carry out talent development projects using practical methods aimed at region-building, such as "University of Aizu IT Entrepreneur Development Program" and the "Problem Solving-based Talent Development Model Project."		144 ARC		(Summary of Implementation Status from FY 2012 to FY 2016) We opened the Laboratory for leading-edge ICT (LICTiA) in Aizu in October 2015 as a new place for university-industry-government collaboration. There, we proactively conducted AOI meetings.				(Achievement Level of Mid-term Plans) We are smoothly operating the Laboratory for leading-edge ICT (LICTiA), the prefecture's base for empirical research and the core of the Revitalization Center, and are implementing our action plans as written.				B	A		
							(FY 2017 Implementation Status) We engaged in various collaborations such as asking certified UoA-launched ventures to participate in technical consultations and exchanges of opinions with companies as necessary, conducting 361 AOI meetings in FY2017. Further, we aimed to develop ICT talent by providing learning opportunities (primarily based on e-learning) to women seeking employment at IT-related companies in the prefecture, etc. in collaboration with the Fukushima Information Industry Association, etc. through the Female Programmer Development Program, a prefecturally-subsidized project.											
C	For the smooth operation of the University of Aizu Revitalization Center, make efforts to build an evaluation system (PDCA cycle) with systematic performance indicators and implement outcome creation of industrial promotion.		C Make sure to complete LICTIA by the end of 2015. Use the evaluations by the ARC Steering Committee (the internal organization that deliberates matters related to the operation of the ARC) and the ARC Advisory Board (which evaluates and provides advice regarding the appropriateness of the ARC's project plans and its performance) to create systematic performance indices. Operate ARC based on a PDCA cycle using these indices.		145 ARC		(Summary of Implementation Status from FY 2012 to FY 2016) Since the founding of Revitalization Center in March 2013, Revitalization Center Steering Committee and University of Aizu Revitalization Center Advisory Board meetings have been held periodically. Utilizing the evaluations conducted by these two bodies, the Revitalization Center has been operated using an evaluation system with systematic performance indicators (PDCA cycle).				(Achievement Level of Mid-term Plans) We are implementing our plans as intended.				B	B		
							(FY 2017 Implementation Status) Same as above.											

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION										
					Status of Achievement and Reasons									Evaluation	
Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake	Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake		MID-TERM	A		B		C		D		MID-TERM	ANNUAL
	2. Measures for Achievement of Goals regarding Utilization of IT to Support the Quake Restoration		2. Measures for Achievement of Goals regarding Utilization of IT to Support the Quake Restoration		ANNUAL	A		B		C		D			
	(1) Support for health surveys, etc. from IT perspectives		(1) Support for health surveys, etc. from IT perspectives		MID-TERM	A	0	B	3	C	0	D	0		
					ANNUAL	A	0	B	3	C	0	D	0		
					MID-TERM	A	0	B	1	C	0	D	0		
					ANNUAL	A	0	B	1	C	0	D	0		
A	Through cooperation with the Fukushima Prefecture and Fukushima Medical University regarding the prefectural citizens' medical checkups, from the standpoint of an ICT- specialized university, realize long-term management of data obtained from prefectural citizens' medical checkups in a safe manner.	A	Manage the data collected in the survey on prefectural citizens' health management conducted by Fukushima Medical University in a manner that allows the prefectural citizens to feel at ease about their data being collected. This will be done by leveraging the UoA's specialized knowledge about ICT to continue to provide support, including security measures that anticipates system development and crisis management.	146 CAS		(Summary of Implementation Status from FY 2012 to FY 2016) Regarding the management of the data collected in the Prefectural Citizen Health Survey, we participated in study meetings, and also participated in prefecturally-organized working groups regarding the provision of the data for academic research purposes.	(Achievement Level of Mid-term Plans) Goals were realized as planned.								
				(FY 2017 Implementation Status) Same as above											
													B	B	

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION											
					Status of Achievement and Reasons								Evaluation			
Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake	Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake		MID-TERM	A		B		C		D		MID-TERM	ANNUAL	
	2. Measures for Achievement of Goals regarding Utilization of IT to Support the Quake Restoration		2. Measures for Achievement of Goals regarding Utilization of IT to Support the Quake Restoration		ANNUAL	A		B		C		D				
	(2) Approaches for creation of new industry		(2) Approaches for creation of new industry		MID-TERM	A		B		C		D				
					ANNUAL	A		B		C		D				
					MID-TERM	A	0	B	2	C	0	D	0			
					ANNUAL	A	0	B	2	C	0	D	0			
A	Promote research activities for advanced ICT, in order to establish disaster-resistant, safe and sustainable environmental society.	A	Promote research activities for advanced IT, in order to establish disaster-resistant, safe and sustainable environmental society.													
(i)	Promote research in the fields of local government cloud, urban OS* (reconstruction modeling of Hama-dori), tsunami simulation and local weather information, etc. *OS: Operating System			147 CAS		(Summary of Implementation Status from FY 2012 to FY 2016) From 2012 to 2014, we promoted research into energy management systems and other topics in collaboration with industry through the METI-subsidized University-Business Innovation Promotion Project. Further, we participated in Enhancement of Societal Resiliency against Natural Disasters project, one of the programs of the Cabinet Office's Cross-ministerial Strategic Innovation Promotion Program (SIP) starting in 2014.					(Achievement Level of Mid-term Plans) Goals were realized as planned.					
	(i) By participating in the "Strengthening of Resilient Disaster Prevention and Mitigation Functionality"" research and development project (part of the Cabinet Office's "Regional Innovation Strategy Support Program"), etc., promote research activities for the construction of a disaster-resilient, safe, and sustainable social environment.					(FY 2017 Implementation Status) We participated in a research and development plan based on the "Strengthening of Resilient Disaster Prevention and Mitigation Function," a theme of the Cabinet Office's Strategic Innovation Program.										
(ii)	Build IT infrastructure for a renewable energy model, using advanced IT research such as Smart Grid and Green IT, etc. as a core.			148 CAS ARC		(Summary of Implementation Status from FY 2012 to FY 2016) As part of the MEXT subsidy project "Regional Innovation Strategic Support Program," research on smart-grid information platforms and talent development was conducted in the reusable energy field. Further, we received an "A" for our post-project evaluation by MEXT in March 2017. [Reprint]					(Achievement Level of Mid-term Plans) In order to help support revitalization and recovery from the Great East Japan Earthquake, we have been continuously implementing research on the use of renewable energy. Therefore we have been able to implement the plans as written. [Reprint]					
	(ii) 【Reprint】 Having been selected for the MEXT "Regional Innovation Strategy Support Program" in August, 2014, we have invited researchers with the knowledge and expertise needed to research and develop renewable energy. With FY2016 being the final year fo the project, we will promote initaitives aiming at exanding the actual users (reference development support, etc.). Tune the functions of the architecture of the information platform which was researched and developed from FY2012 to FY2015. Further, organize the design documents, user manuals, and library. In addition, organize and manage the demonstration results of the various reference projects and demonstrator systems promoted by the research institutes such as AIST, Fukushima University, etc. toward implementation. Use these outputs to promote the development of software developers for the region's renewable energy field, the continued output of R&D talent, and the establishment of an interdisciplinary collaboration platform					(FY 2017 Implementation Status) We continued to maintain the system for research and development in the field of renewable energy we created through the MEXT-subsidized project "Regional Innovation Strategic Support Program" (FY2012-2016) and promoted academia-industry collaboration by contributing to company's trade show booths, etc. [Reprint]										

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION											
					Status of Achievement and Reasons								Evaluation			
Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake	Item	II Measures to be Taken to Achieve Goals regarding Provision of Support to Reconstruction from the Great East Japan Earthquake		MID-TERM	A		B		C		D		MID-TERM	ANNUAL	
	3. Measures for Achievement of Goals regarding Collaboration and Cooperation in Provision of Support to Reconstruction		3. Measures for Achievement of Goals regarding Collaboration and Cooperation in Provision of Support to Reconstruction		ANNUAL	A		B		C		D				
					MID-TERM	A	1	B	1	C	0	D	0			
					ANNUAL	A	1	B	1	C	0	D	0			
					MID-TERM	A	1	B	1	C	0	D	0			
					ANNUAL	A	1	B	1	C	0	D	0			
(1)	For reconstruction from the Earthquake, work on various projects in collaboration and cooperation with the Prefectural Government, local municipalities, Fukushima Medial University, other national/public/private universities, research institutions and private companies inside and outside Fukushima in a proactive manner.			146 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) We participated in study meetings regarding the management of the data collected in the Prefectural Citizen Health Survey along with Fukushima Medical University and provided advice. In November 2015 we signed a memorandum on security with the Fukushima Prefectural Police Headquarters, shared information on cybercrime, and provided technical support. In December 2016 we signed a comprehensive cooperative agreement with Koriyama city and the Koriyama Area Technopolis Promotion Organization for the purposes of revitalizing the ICT industry and supporting post-disaster recovery, etc. In February 2015, we signed a collaborative agreement with AIST. In April 2015, we signed a consulting contract as part of their robotics project. We worked with Fukushima University on collaborative research into renewable energy in MEXT's Regional Innovation Strategy Support Program (2012-2016).								(Achievement Level of Mid-term Plans) Goals were realized as planned.			
					(FY 2017 Implementation Status) (a) Collaboration with Fukushima Medical University Manage the data collected in the survey on prefectural citizens' health management conducted by Fukushima Medical University in a manner that allows the prefectural citizens to feel at ease about their data being collected. This will be done by leveraging the UoA's specialized knowledge about ICT to provide support, including security measures that anticipates system development and crisis management. Further, promote initiatives such as periodic opinion exchanges regarding industry-academia collaboration. (b) Collaboration with Fukushima Prefectural Police Headquarters The Fukushima Prefectural Police and the UoA signed a Memorandum of Understanding regarding cyber security on Friday, November 2015. In accordance with this agreement, we will promote initiatives including technical support, etc. related to the direction for solving the problem of threats in cyberspace, criminal investigations, and damage control. This initiative will be lead by the UoA's UBIC and volunteer faculty who are experts in the security field. (c) Collaboration with AIST, Fukushima University, etc. In the MEXT "Regional Innovation Strategic Support Program", which is in its last fiscal year, we will organize and manage the the results of demonstrations of various reference projects and demonstration systems that have been promoted with research institutions such as AIST and Fukushima University aiming at practical implementation. Further, we will promote specific initiatives including partnership agreements with AIST and other institutes.											

		Collaborating with Fukushima prefecture, municipality, the University of Aizu Revitalization Center, other universities, research institutions, and private companies, work on diversified revitalization support programs.	150 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We engaged in projects related to revitalization, including a collaboration with the Aizu Regional Development Bureau and Minami Aizu Regional Development Bureau to design packages to help sell local produce and a collaboration with Tokyo-area universities to disseminate information in order to promote depopulated mountainous areas. Further, we continuously provided learning support and let them use our facilities based on the educational collaboration agreement signed with the Okuma Town BOE in FY2013. Further, receiving support from Aizu-wakamatsu city and Okuma town, we have organized the Kids College in order to promote exchange between evacuee families, Aizu-area families, and students since 2012. (FY 2017 Implementation Status) Collaborating with students in the Tokyo-area, the prefecture, and relevant municipalities, we created goods and posted advertisement on the Tokyo Metro Subway in order to promote the appeal of Oku-Aizu Region as part of initiatives related to eliminate reputational damage due to the nuclear accident, and to support recovery from previous torrential rains.	(Achievement Level of Mid-term Plans) We cooperated and collaborated with the prefecture, municipalities, the UoA Revitalization Center, other universities and research institutes, and private sector companies on various projects. We were largely able to achieve the medium-term plans.	B	B
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3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION											
					Status of Achievement and Reasons								Evaluation			
Item		Item			MID-TERM	A	9	B	65	C	1	D	0	MID-TERM	ANNUAL	
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	ANNUAL	A	10	B	62	C	2	D	0				
	1. Measures for Achievement of Goals regarding Improvement of Administrative Operation and Effectiveness		1. Measures for Achievement of Goals regarding Improvement of Administrative Operation and Effectiveness	MID-TERM	A	0	B	18	C	0	D	0				
	(1) Measures for achievement of goals for improvement of organizational operation		(1) Measures for achievement of goals for improvement of organizational operation	ANNUAL	A	0	B	18	C	0	D	0				
				MID-TERM	A	0	B	12	C	0	D	0				
				ANNUAL	A	0	B	12	C	0	D	0				
A-1	Promote employment of new administrative staff in a well-planned manner with English proficiency and overseas experience as the elements of selection in order to secure and develop administrative personnel with highly-specialized knowledge and abilities.			151 GAS SGU	(Summary of Implementation Status from FY 2012 to FY 2016) (a) We conducted hiring in a systematic manner each fiscal year based on the corporation's hiring policies. (b) Each fiscal year, we hired individuals with specialized knowledge, experience, etc. to conduct specific projects. (c) From FY2012 to FY2013, we participated in the SD joint training conducted by the Academia Consortium Fukushima. A total of nine individuals underwent three training sessions. Each fiscal year we proactively allowed employees to participate in training at the Fukushima Training Center for Local Officers and training aimed at skill improvement. (d) Starting in fiscal 2014, we have conducted English classes for employees in an effort to improve their English skills.								(Achievement Level of Mid-term Plans) We have worked to implement the plans more or less as written, whether it was employing individuals with the highly-specialized knowledge and experience needed to implement specific projects, etc., hiring corporate administrative personnel based on the plan, or proactively participating in training, etc. As such, the plans were achieved as written.			
A-1	(a) Require a certain level of English proficiency for hiring corporate employees. Further, continue to hire corporate employees in a gradual and planned manner, while considering candidates' international experience, etc. (b) Employ individuals with highly-specialized knowledge and experience for implementation of specific projects, etc., in a flexible manner. (c) Make proactive efforts to improve administrative personnel's specialized skills for management of the University by utilizing various training programs, in addition to SD trainings conducted in cooperation with other universities in Fukushima Prefecture. (d) Make efforts to improve clerks' linguistic ability by implementing a language skill-up training program for clerks, etc.				(FY 2017 Implementation Status) (a) Based on the corporation's hiring policy, we hired employees in a systematic manner. Hired: 3 employees As a result, 27 of 71 administrative employees are now corporate employees. (b) We hired individuals with the highly-specialized knowledge and experience needed to implement specific projects, etc. Specific Project Support Staff Hired: 5 (SGU: 2, Revitalization Center: 3) (c) While there were no opportunities to participate in SD training through collaboration with other universities, we proactively allowed employees to participate in training sessions at the Fukushima Training Center for Local Officers and training sessions aimed at skill improvement organized by the Japan Association of Prefectural Universities. Fukushima Training Center for Local Officers Participants: 18 Skill Improvement Training Participants: 25 (d) In an effort to improve employees' English skills, we conducted employee English classes part of the SGU project. The program featured multiple classes with different skill levels aimed at improving skills gradually. A total of 20 (actual number: 13) employees participated in hour-long weekly classes from April to March. (*described in the SGU part)										B	B

A-2	Develop administrative personnel who can deal with more advanced task by establishing and utilizing a system for personnel exchanges and dispatch training with other domestic universities. Discuss implementation of personnel training program at hubs overseas.			152 GAS SGU	(Summary of Implementation Status from FY 2012 to FY 2016) We gathered information on personnel exchanges with other institutes from Akita International University and Kochi University of Technology. Further, as part of training administrative staff with sufficient English abilities, we created opportunities for SGU-related overseas business travel. Participants in FY2016: Five employees, four locations	(Achievement Level of Mid-term Plans) Regarding personnel exchanges, we conducted concrete discussions, including visits to other universities. As to training at overseas hubs, we have started on a trial basis. In the future, we will discuss a detailed system. As such, the plans were largely achieved as written.																																
	A-2	Continue collecting information regarding ideal personnel exchange systems with national/public universities and with prefectural organizations. Further, consider dispatching corporate (UoA) employees with strong English skills to overseas bases for training, etc.			(FY 2017 Implementation Status) While we gathered information and studied the possibility of exchanges, we did not create a system for personnel exchanges. Further, as part of training of administrative staff with sufficient English abilities, we created opportunities for SGU-related overseas business travel. Participants: Five employees, four locations (*described in the SGU part) Based on collected information, we discussed what sort of exchanges we would pursue. We also continuously promoted collection of information and discussion on the feasibility of exchanges. Further, as part of training of administrative staff with sufficient English abilities, we created opportunities for SGU-related overseas business travel. Participants: Five employees, three locations (two to Hong Kong and Silicon Valley respectively, one to Shenzhen)		B	B																														
B-1	In order to smoothly carry out the University operation, establish a system which supports the Chairperson of the Board of Executives in making prompt and accurate decisions, while the Board of Executives, the Management Council, the Education and Research Council, the Faculty Assembly and standing committees adequately share roles.			153 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) In order to smoothly operate the university, we appropriately held Board of Executive (BOE) meetings, Management Council (MC) meetings, Education and Research Council (E&R) meetings, and Council for Selection of the Chairperson of the Board of Executives (Selection Council) meetings. Number of council meetings <table><tr><td></td><td>BOE</td><td>MC</td><td>E&R</td><td>Selection Council</td></tr><tr><td>FY2012</td><td>3</td><td>4</td><td>10</td><td>—</td></tr><tr><td>FY2013</td><td>4</td><td>7</td><td>10</td><td>5</td></tr><tr><td>FY2014</td><td>6</td><td>4</td><td>13</td><td>—</td></tr><tr><td>FY2015</td><td>3</td><td>3</td><td>9</td><td>—</td></tr><tr><td>FY2016</td><td>4</td><td>3</td><td>10</td><td>—</td></tr></table>		BOE	MC	E&R	Selection Council	FY2012	3	4	10	—	FY2013	4	7	10	5	FY2014	6	4	13	—	FY2015	3	3	9	—	FY2016	4	3	10	—	(Achievement Level of Mid-term Plans) In order to smoothly operate the university, we held meetings of the Board of Executive (BOE), Management Council (MC), Education and Research Council (E&R), and Council for Selection of the Chairperson of the Board of Executives (Selection Council). Those meetings helped timely and accurate decision-making by the Chairperson of the Board of Executives. As such, the plans were achieved as written.		
	BOE	MC	E&R	Selection Council																																		
FY2012	3	4	10	—																																		
FY2013	4	7	10	5																																		
FY2014	6	4	13	—																																		
FY2015	3	3	9	—																																		
FY2016	4	3	10	—																																		
	B-1	Carry out the University operation flexibly and efficiently by prompt decision-making, while the Board of Executives, the Management Council, the Education and Research Council, etc. adequately share roles.			(FY 2017 Implementation Status) Management Council and Education and Research Council including external members reflected their viewpoints to the operation of the corporation and education and research of the university. The Board of Executives, as the corporation's final decision-making body, cooperating with the councils, effectively contributed to the operation of the university. Further, the number of Education and Research Council meetings was reduced in and beyond FY 2017. (FY2017 Meetings) BOE: 4, MC: 3, E&R: 3, Selection Council: 3		B	B																														

	a. Adequately operate the Education and Research Council, the Faculty Assembly and standing committees. b. Adequately operate the Center for Rejuvenation of Local Communities and the Career Support Center, as well as standing committees.		154 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) - The Research and Education Council deliberated important matters related to research and education. FY2012: 2 meetings; FY2013: 7 meetings; FY2014: 2 meetings; FY2015: 2 meetings, FY2016: 4 meetings - The Faculty Assembly deliberated issues related to student admissions, graduation, degree conferment, and educational programs, etc. - Meetings of the various committees including the Academic Affairs and Student Welfare Committee, Career Guidance Committee, Admissions Examination Committees, and Planning and Management Committee were appropriately convened at the appropriate time. - The Center for Rejuvenation Steering Committee played the leading role for promotion of external collaboration and joint research projects as well as public lectures and off-campus lectures.. -The Career Support Center provided direct consultations in the consultation office, as well as phone consultations, etc. from Monday through Friday. (FY 2017 Implementation Status) a. We held three Research and Education Council meetings and deliberated important matters on research and education. The Faculty Assembly deliberated matters including admissions, graduation, degree conferment, and educational programs. Further, other committees including the Academic Affairs Committee, Career Guidance Committee, Admissions Examination Committees, and Planning and Management Committee were appropriately operated. b. The Center for Rejuvenation of Local Communities was appropriately operated, primarily by its steering committee members, by promoting cooperation with external organizations, promoting collaborative/commissioned research, conducting open lectures and off-campus lectures, etc. At the Career Support Center, open on Monday through Friday, we provided direct/phone consultations by making use of the consultation office. The Admission Exam and PR Center was established as an organization to comprehensively perform duties related to admission examinations and PR activities. Commissioned personnel of this center visited high schools and implemented PR activities and events including open campus.	(Achievement Level of Mid-term Plans) - In order to smoothly operate the university, we held Education and Research Council (E&R) meetings, and Faculty Assembly meetings and other committees in a timely manner. Further, we appropriately operated the Center for Rejuvenation of Local Communities and Career Support Center. The Admission Exam and PR Center was newly established in FY2017. It comprehensively promoted duties related to admission examinations and PR activities on admissions-exams. Accordingly, we largely achieved the plan.																																						
B-2	Adequately operate the Faculty Assembly and the Graduate School Faculty Assembly, taking into consideration roles of the respective standing committees.		155 SAD 【AAS】	(Summary of Implementation Status from FY 2012 to FY 2016) We appropriately operated the faculty assembly and graduate school faculty assembly and constituent members of these assemblies performed their duties such as deliberation on issues related to research and education. Faculty Assembly Meetings <table><tr><td></td><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>Regular</td><td>11</td><td>11</td><td>11</td><td>11</td><td>11</td></tr><tr><td>Extraordinary</td><td>2</td><td>2</td><td>1</td><td>1</td><td>1</td></tr></table> Graduate School Faculty Assembly Meetings <table><tr><td></td><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>Regular</td><td>11</td><td>11</td><td>11</td><td>11</td><td>11</td></tr><tr><td>Extraordinary</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table>		FY2012	FY2013	FY2014	FY2015	FY2016	Regular	11	11	11	11	11	Extraordinary	2	2	1	1	1		FY2012	FY2013	FY2014	FY2015	FY2016	Regular	11	11	11	11	11	Extraordinary	1	1	1	1	1	(Achievement Level of Mid-term Plans) We appropriately operated the faculty assembly and graduate school faculty assembly and constituent members of these assemblies performed their duties such as deliberation on issues related to research and education.	B	B
	FY2012	FY2013	FY2014	FY2015	FY2016																																						
Regular	11	11	11	11	11																																						
Extraordinary	2	2	1	1	1																																						
	FY2012	FY2013	FY2014	FY2015	FY2016																																						
Regular	11	11	11	11	11																																						
Extraordinary	1	1	1	1	1																																						

		B-2	Adequately operate the Faculty Assembly and the Graduate School Faculty Assembly meetings, taking into consideration appropriate sharing of roles with various standing committees, etc.		(FY 2017 Implementation Status) We appropriately operated the faculty assembly and graduate school faculty assembly and constituent members of these assemblies performed their duties such as deliberation on issues related to research and education. Faculty Assembly Meetings Regular meetings: 11 Extraordinary meetings: 1 Graduate School Faculty Assembly Meetings Regular meetings: 11 Extraordinary meetings: 1		B	B																		
			Adequately operate the Faculty Assembly, taking into consideration roles of the respective standing committees.	156 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Based on results of deliberation by various internal committees, regular and special Faculty Assembly was appropriately conducted. <table><tr><td></td><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>Regular</td><td>11</td><td>11</td><td>11</td><td>11</td><td>11</td></tr><tr><td>Special/urgent</td><td>8</td><td>8</td><td>9</td><td>9</td><td>7</td></tr></table>		FY2012	FY2013	FY2014	FY2015	FY2016	Regular	11	11	11	11	11	Special/urgent	8	8	9	9	7	(Achievement Level of Mid-term Plans) We held regular and special meetings of the Faculty Assembly as appropriate and at the appropriate time. As such, we were able to achieve the plan as written.	B	B
	FY2012	FY2013	FY2014	FY2015	FY2016																					
Regular	11	11	11	11	11																					
Special/urgent	8	8	9	9	7																					
B-3	For adequate business operation of the University including accounting affairs, review and evaluate business operation items needing improvement with the help of knowledgeable persons and specialists from outside the University, such as an audit corporation, etc. to ensure a system for implementing measures necessary for improvement of the University.			157 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) University operations underwent an audit by an accounting auditor and auditor. We received opinions that our operations were in good order. After receiving the approval of the prefecture regarding those opinions, we published our financial statements, etc. on the homepage. (FY 2017 Implementation Status) We conducted audits based on the eternal audit plan and internal audit plan. During that process, it was decided based on issues pointed out by the auditor that a policy regarding contract periods would be set for long-term contracts. Regarding the results of the accounting audit and auditor audit, we received an opinion that the content was in good order. We received approval from the prefecture on September 8, 2017 and published the financial statements, etc. for FY2016 on the homepage.	(Achievement Level of Mid-term Plans) Through the exchange of audit information, etc. with the accounting auditor and auditor, we ascertained where operational improvements were needed. Further, we established four-way talks as a system for implementing the necessary improvements, etc. As such, we expect we will achieve the plan as written.	B	B																		
		B-3	Undergo an accounting audit by an audit corporation, ensure adequate accounting operation through collaboration with the audit corporation, and promptly make improvements if necessary.				B	B																		

C-1	Employment of faculty members shall be based on the open application policy, in principle. Also, secure excellent faculty members through introduction of diverse employment systems.		158 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) (a) We hired faculty members each fiscal year through an international faculty search. (b) We screened faculty members eligible to be screened for tenure qualification each fiscal year based on the relevant standards. Hiring of faculty members with term of office <table><tr><td></td><td>UBIC</td><td>Revitalization Center</td><td>Center for Globalization</td></tr><tr><td>FY2012</td><td>2</td><td>—</td><td>—</td></tr><tr><td>FY2013</td><td>0</td><td>—</td><td>—</td></tr><tr><td>FY2014</td><td>0</td><td>0</td><td>0</td></tr><tr><td>FY2015</td><td>1</td><td>2</td><td>2</td></tr><tr><td>FY2016</td><td>0</td><td>2</td><td>0</td></tr></table> (c) We employed UBIC, Revitalization Center, and Center for Globalization specially-appointed faculty members for terms of office of three years or less. (d) We employed one excellent PhD with the potential to become a UoA faculty member as a special researcher starting in 2014. Starting from October 2015, that individual has been conducting overseas training.		UBIC	Revitalization Center	Center for Globalization	FY2012	2	—	—	FY2013	0	—	—	FY2014	0	0	0	FY2015	1	2	2	FY2016	0	2	0	(Achievement Level of Mid-term Plans) We hired faculty members through an open call for positions. Further, we strove to secure faculty members through a variety of employment formats such as the tenure track and the fixed term system. As such, we achieved the plans as written.		
	UBIC	Revitalization Center	Center for Globalization																												
FY2012	2	—	—																												
FY2013	0	—	—																												
FY2014	0	0	0																												
FY2015	1	2	2																												
FY2016	0	2	0																												
	C-1	(a) Continue the open application policy for employment of faculty members. (b) Promote adequate operation of the tenure-track system through implementation of qualification examinations for tenure-track faculty members based on the designated criteria, etc. (c) Utilize a strategic fixed-term system for employment of faculty members in advanced research fields, etc. (d) Making use of the UoA's Special Researcher System, foster excellent talents who will become future UoA faculty.		(FY 2017 Implementation Status) (a) We hired five new faculty members through an international faculty search. (b) We screened four faculty members eligible to be screened for tenure qualification based on the relevant standards. (c) We employed UBIC, Revitalization Center, and Center for Globalization specially-appointed faculty members for terms of office of three years or less. UBIC: One faculty members (Change from previous year: ±0) Revitalization Center: Zero faculty members (Change from previous year: +1) Center for Globalization: Two faculty members (Change from previous year: +2) (d) We have employed one excellent graduate of the doctoral program with the potential to become a UoA faculty members as a special researcher since 2014. (The individual began overseas training in October 2015 and returned to the UoA in August 2017).		B	B																								
C-2	While implementing appropriate personnel evaluation systems to increase faculty's incentives and improve the quality of education and research, such as the internal promotion system and the tenure-track system, develop a comprehensive personnel evaluation system in order to properly evaluate educational and research achievements.		159 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) We aimed to improve the motivation and quality of faculty members by utilizing promotions based on the internal promotion system and international recruitment, as well as appropriately operating the tenure track system. In order to discuss a comprehensive HR evaluation system, we collected information by surveying Kochi Institute of Technology, which evaluates faculty performance. Hiring of Full-Time Faculty Members <table><tr><td></td><td>Internal promotion</td><td>Promotions by international recruitment</td><td>Tenure Track</td></tr><tr><td>FY2012</td><td>4</td><td>6</td><td>3</td></tr><tr><td>FY2013</td><td>0</td><td>7</td><td>6</td></tr><tr><td>FY2014</td><td>1</td><td>4</td><td>8</td></tr><tr><td>FY2015</td><td>0</td><td>5</td><td>2</td></tr><tr><td>FY2016</td><td>1</td><td>9</td><td>5</td></tr></table>		Internal promotion	Promotions by international recruitment	Tenure Track	FY2012	4	6	3	FY2013	0	7	6	FY2014	1	4	8	FY2015	0	5	2	FY2016	1	9	5	(Achievement Level of Mid-term Plans) The internal promotion system, etc. is being operated appropriately. Further, regarding the establishment of a comprehensive HR evaluation system, we implemented a full-scale trial starting in FY2018 considering the results of the trial implementation starting in December FY2017. As such, the plans were largely achieved as written.		
	Internal promotion	Promotions by international recruitment	Tenure Track																												
FY2012	4	6	3																												
FY2013	0	7	6																												
FY2014	1	4	8																												
FY2015	0	5	2																												
FY2016	1	9	5																												

		C-2	Establish and operate an internal promotion system, tenure-track system, etc. based on appropriate evaluation criteria. In addition, internally establish an organization to discuss a system for comprehensively evaluating the research and education achievements, contributions to the university, etc. of faculty members.	160 JCD	(FY 2017 Implementation Status) Promotions through internal promotion system: - Associate to Senior Associate Professor: 0 Competing with external applicants through the international recruitment process, the following number of current faculty members were promoted. - Professor: 3, Senior Associate Professor: 5, Associate Professor: 1 Further, we screened four faculty members eligible to be screened for tenure qualification based on the relevant standards. Regarding the establishment of a comprehensive HR evaluation system, we launched a Faculty Performance Evaluation System Review Meeting and conducted further discussions regarding the reflection of evaluation results in consideration of factors such as the results of full-scale trials.		B	B
			a. Examine the methods for provision of incentives which can help raise faculty members' motivation. b. As preparation for establishment of a comprehensive personnel evaluation system for appropriate evaluation of educational and research achievements, discuss further how to compile and handle an "Annual Business Achievement Report."		(Summary of Implementation Status from FY 2012 to FY 2016) As part of preparations to establish an integrated HR evaluation system which appropriately assesses achievements in education and research, evaluation items of duty and activity achievements report, as well as methods for utilizing the reports, were discussed. In FY2014, said reports were used for to screen competitive research fund requests. Further, the submission of duty and activity achievements reports was revised into an activity of the individual faculty member, positioned as a means of grasping issues. Further, we worked to increase awareness of the reports as part of efforts aimed at the establishment of the integrated HR evaluation system.	(Achievement Level of Mid-term Plans) In order to establish an integrated HR evaluation system to appropriately evaluate educational and research achievements, we discussed the state and handling of Achievement Reports. Further, we utilized them in screening competitive research fund applications. Given these factors, we were largely able to achieve the plan.	B	B
C-3	Discuss improvement of business procedures and systems, for example, realization of more efficient execution of research budgets, etc., in order to create an environment in which faculty members can concentrate on research and gain good achievements.			161 CAS	(FY 2017 Implementation Status) a. In regards to incentives aimed at increasing faculty motivation, we have made achievements through the creation and expansion of competitive research funds. In FY2017, faculty applied for 10 external research grants, while there were 10 applications for the joint UoA and JCD internal competitive research funds, one application for strategic research funds (general category), and four applications for regional practical research projects, showing that these policies have contributed to improving faculty motivation. b. As part of preparations to establish an integrated HR evaluation system which appropriately assesses achievements in education and research, we continued to require the submission of achievements reports by the end the fiscal year. We also discussed the format for report forms.		B	B
		C-3	Inform faculty members of manuals such as the Financial Expenditure Compliance Items Regarding Faculty Purchasing and revise the procedures for tasks towards preventing the fraudulent payment of honoraria.		(Summary of Implementation Status from FY 2012 to FY 2016) In March 201 we established regulations on the handling of public research funds and we conducted notifications regarding accounting enforcement compliance requirements related to faculty ordering, such as the requirement to submit details of honoraria payment in advance. (FY 2017 Implementation Status) In September 2017, we held a seminar on fraud prevention, where we informed faculty members of manuals such as the Financial Expenditure Compliance Items Regarding Faculty Purchasing, etc.	(Achievement Level of Mid-term Plans) We were able to realize the plans as written.	B	B

		Publicize the manuals such as "JCD order placement manual for faculty members," and review them as necessary.	162 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) In AY2014, we established and conducted notifications regarding the Regulations on the Prevention of Impropriety Concerning Research Activities and the Regulations Concerning the Handling of Public Research Funds. Further, we assured that all faculty members had been notified of the manuals for faculty ordering, etc., revised them as necessary, and strove to streamline the implementation of research funds, etc. FY2013 Change on Methods of Payment for Highway Tolls FY2014 Changes of Payment Methods for Rental Car Fees, Etc. FY2014 Added Points of Caution Regarding Research Expenses At the beginning of FY2014, we held an explanatory meeting regarding the implementation of research funds, etc. for newly-hired faculty members, where we assured that all faculty members had been notified of the manuals for faculty ordering, etc.	(Achievement Level of Mid-term Plans) In AY2014, we established and conducted notifications regarding the Regulations on the Prevention of Impropriety Concerning Research Activities and the Regulations Concerning the Handling of Public Research Funds and revised manuals for faculty ordering, etc. As such, we largely achieved the plans.		
				(FY 2017 Implementation Status) Further, we assured that all faculty members had been notified of "Financial Expenditure Compliance Items Regarding Faculty Purchasing," etc., revised them as necessary, and strove to streamline the implementation of research funds, etc. *We assured the pre-approval of all expenses not directly related to research (buying smartphones, paying for gifts, etc.) (A new form for this purpose was also created)		B	B

3. Evaluation by Item

MID-TERM PLAN			FY 2017 ANNUAL PLAN			(Administrative Responsibility)	SELF-EVALUATION										
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness		Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness			Status of Achievement and Reasons								Evaluation		
	1. Measures for Achievement of Goals regarding Improvement of Administrative Operation and Effectiveness			1. Measures for Achievement of Goals regarding Improvement of Administrative Operation and Effectiveness			MID-TERM	A		B		C		D		MID-TERM	ANNUAL
	(2) Measures for achievement of goals regarding improvement of effectiveness and practicality of administrative work			(2) Measures for achievement of goals regarding improvement of effectiveness and practicality of administrative work			ANNUAL	A		B		C		D			
							MID-TERM	A	0	B	6	C	0	D	0		
							ANNUAL	A	0	B	6	C	0	D	0		
A	Simplify and rationalize administrative work of the University, while reviewing and reorganizing administrative organizations and placement of personnel. In addition, promote outsourcing of administrative work, where possible.				163 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) (a-1) Organizing weekly meeting of management personnel of the administrative office, we aimed to share information and collaborate with other divisions, etc. in an effect to conduct administrative operations in an effective and rational way. (a-2) We outsourced OA operations and accounting duties for travel expenses, to temp staff. We also continued to outsource translation/interpretation, security, facility management, etc. Further, we collected information by attending trade shows, etc. as part of advancing new discussions of outsourcing.				(Achievement Level of Mid-term Plans) We strove to share information related to our operations and to conduct administrative tasks efficiently and rationally. In addition, we outsourced as many administrative tasks as possible. As such, the plans were achieved as written.				B	B		
A	(a-1) Strengthen collaboration among the divisions and sections of the Administrative Office, and promote centralized business operations by an efficient executing system, as well as increasing efficiency and rationalization of administrative work. (a-2) Continue existing outsourcing practices for administrative/management work of the Administrative Office with contract staff, and discuss the possibility of outsourcing of other work.				(FY 2017 Implementation Status) (a-1) We aimed to strengthen collaboration between internal organizations. The Center for Globalization was given a period of time to report its activities different from other internal organizations at Deans and Directors Council meetings. In addition, we reviewed the formation of the internal organizations in and beyond FY2018 to promote the streamlining of administrative operations. (a-2) We outsourced OA operations regarding accounting duties for salary, travel expenses, etc., to employment agencies. We also continued to outsource translation/interpretation, security, facility management, etc. Further, we discussed outsourcing of duties regarding Individual Number management tasks, etc. Starting in FY2018, we will outsource planning and PR tasks (PCD) and student support tasks (SAD) instead of OA operation and accounting duties.												
	Continue outsourcing of certain management/administrative work, and examine the possibility of outsourcing of other works as well.		164 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) We continued outsourcing security, facility management, and information system maintenance and management. Further, starting in FY2015, the PR and Website Committee began discussions towards outsourcing the redesigning of the website and secured the necessary budget for FY2017.				(Achievement Level of Mid-term Plans) We have outsourced tasks to the extent possible. After continuous reviews and discussion on further outsourcing of duties, we started outsourcing of more duties. As such, we were largely able to achieve the plan.				B	B			
			(FY 2017 Implementation Status) We continued outsourcing security, facility management, and information system maintenance and management. Further, we started the outsourcing of homepage maintenance and management.														

B	In order to increase efficiency of administrative work, reorganize and merge the existing meetings and standing committees.			165 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) We aimed to streamline the operation of meetings by, among other things, jointly conducting D&D and E&R meetings depending on the attendance levels. Further, we have strove to efficiently operate the university with our limited human resources by, among other things, holding special meetings as necessary. In addition, we utilized SGU funds towards an initiative to convert to paperless meetings from FY2014.	(Achievement Level of Mid-term Plans) We made efforts to reduce paperwork through initiatives to increase the efficiency of meetings and transition to paperless meetings. Therefore, the plans were achieved as written.		
		B	Make efforts to manage committee meetings and other meetings in a smooth and rational manner, so that efficient operation of the University with limited human resources can be realized. Further, aim at transition to paperless meetings in an effort to reduce office work.		(FY 2017 Implementation Status) We aimed to streamline the organization of Deans and Directors Council, Research and Educational Council, and Management Council meetings by, among other things, using the same item numbers in the meeting material. Further, meetings of the Deans and Directors Council, Research and Educational Council, Management Council, and Board of Executives were conducted paperless.		B	B
			Promote efficiency and streamlining of administrative work, through further promotion of paperless meetings, as well as reorganization and merging of various meetings and standing committees.	166 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) In addition to paperless operation and email-based discussion of the Faculty Assembly Meeting and other various meetings, small committees were held in advance of discussion at various major committees. These efforts made administration effective and rational. (FY 2017 Implementation Status) In addition to paperless operation and email-based discussion of the Faculty Assembly Meeting and other various meetings, small committees were held in advance of discussion at various major committees. These efforts made administration effective and rational.	(Achievement Level of Mid-term Plans) We made efforts to reduce paperwork through initiatives to increase the efficiency of meetings and to convert to paperless meetings. Therefore, the plans were largely achieved.	B	B
C	Establish an Academic Affairs Administration System with better security which enhances convenience of students, faculty and administrative personnel, and contributes to effective administrative operation.			167 ISTC	(Summary of Implementation Status from FY 2012 to FY 2016) Updating the academic affairs system in September 2014, we installed a certificate auto issuing machine, provision of academic/class hour calendar/bulletin board and installed card authorization of duty device. These efforts contributed on improvement of users' convenience, effective conduct of administration, and solidity of security. The system was adjusted to the quarter system starting from April 2014. In order to handle the curriculum major change in FY2018, the existing information was provided and verification related to regulation changes was continuously implemented.	(Achievement Level of Mid-term Plans) Aiming at information provision for students, faculty members, and administrative staff, and efficient provision of services, system specification was discussed upon system update. The intended system was successfully introduced. Including stable operation and installation of system, security maintenance and operational of other information center management devices have been implemented. In addition to handling the intended curriculum revisions, we have implemented measures to improve user convenience. As such, we have largely achieved the medium-term plans.		
		C	Regarding the Academic Administration System: 1. Make adjustments to handle the four-quarter system and the FY2016 curriculum 2. Operate the system reliably, including handling bugs. 3. Link it with other systems, such as the badge system, etc. 4. Quickly and flexibly handle issues such as adding new features, etc.		(FY 2017 Implementation Status) In order to correspond to the major curriculum revisions to be implemented FY2018, requirements were compiled, provision changes were verified and the workover operation on the system was implemented. As such, course planning and course registration for the new curriculum were implemented in March 2018 with no hindrance. Corresponding to the new curriculum, the workover operation on the system was implemented for changes and additional inclusion of functions required for facility reservation, handling of TOEIC and the Academic Probation. In addition to handling of the intended curriculum revisions, we implemented measures to improve user convenience regarding multiple classes under one course name.		B	B

		Through promotion of paperless environment and information sharing by utilizing networks, streamline and expedite the administrative operation.	168 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Appropriate use of the internal web portal “Pota.” brought in paperless daily duties and information sharing through wireless LAN environment. Customizing academic script issuance function and acceptance of admission through entrance exam process in AY2013, program was changed after the AY2014 change of Center Examination. For AY2018 academic affairs system updates, next-term system selection committee discussed and determined the outline of specification of said system. (FY 2017 Implementation Status) Appropriate use of the internal web portal “Pota.” brought in paperless daily duties and information sharing through wireless LAN environment. Lease contracts were signed for the new academic administration system to be in operation from FY2018 and preparation tasks including checking transfer data and operation instructions were carried out. In FY2017, we signed a lease for the new academic administration system, which began service starting in FY2018. As such, we have largely achieved the plans.	(Achievement Level of Mid-term Plans) We made an effort to streamline administrative tasks using “Pota.” the internal web portal site. For AY2018 academic affairs system updates, next-term system selection committee discussed and determined the outline of specification of said system.		
						B	B

3. Evaluation by Item

MID-TERM PLAN			FY 2017 ANNUAL PLAN			(Administrative Responsibility)	SELF-EVALUATION												
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness		Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness			Status of Achievement and Reasons									Evaluation			
	2. Measures for Achievement of Goals regarding Improvement of Financial Affairs			2. Measures for Achievement of Goals regarding Improvement of Financial Affairs			MID-TERM	A		B		C		D		MID-TERM	ANNUAL		
	(1) Specific measures regarding growth of self-generated income, including external research funds and other revenue			(1) Specific measures regarding growth of self-generated income, including external research funds and other revenue			ANNUAL	A		B		C		D					
							MID-TERM	A	3	B	7	C	0	D	0				
							ANNUAL	A	2	B	7	C	1	D	0				
							MID-TERM	A	2	B	5	C	0	D	0				
				ANNUAL	A		1	B	5	C	1	D	0						
A	Discuss generation of income by holding and charging for short-period technical seminars for mid-career professionals.				169 ARC			(Summary of Implementation Status from FY 2012 to FY 2016) In FY2013 and FY2014, Utilizing the Industry-University Collaboration Innovation Promotion Project (METI subsidy, FY2013-14), paid-training in the UoA's specialty field for business persons were offered. Furthermore, in FY2015 and FY2016, after completing the project, the training has been offered independently financed with tuitions and in collaboration with companies.					(Achievement Level of Mid-term Plans) In collaboration with companies, the training seminars have been held independently financed with tuitions. As such, the plans have been largely implemented as written.					B	B
	A The training seminars, which have utilized external funding while also charging participation fees, such as cyber security/data scientist specialist development seminars, will aim at independent operation solely with earned income from participation fees.							(FY 2017 Implementation Status) Cyber security seminars were implemented for business persons in collaboration with companies. - Information Security Talent Training Project (21 participants)											
B	Improve a system for acceptance of donations from private companies and graduates. Also, make efforts to collect donations on a continuing basis, and discuss establishment of the University Foundation.				170 CAS SHWS			(Summary of Implementation Status from FY 2012 to FY 2016) We made efforts to gather information regarding university fund and collaboration with alumni association, etc. obtained at block meetings of the Public University Association, and looked into the establishment of a donation system.					(Achievement Level of Mid-term Plans) While we were unable to establish the fund, we did accept UoA Student Support Funds.					B	B
	B Donations has been allocated towards the university's operational and maintenance costs as long as the donator did not specify its use. Discussions will be carried out towards making it possible to institutionalize this series of event, from the advertisement of the solicitation method, the manner of appreciation to donators, to the disclosure of the use.							(FY 2017 Implementation Status) We continued to discuss systems for appropriately and fairly leveraging donations.											
	Establish the University of Aizu Junior College Division Student Support Fund and operate it in a smooth manner.		171 JCD				(Summary of Implementation Status from FY 2012 to FY 2016) We established a new Kosho scholarship scheme in FY2014, and have continued fundraising initiatives to secure its financial resource since then. In accordance with the student commendation regulations, we have provided the scholarship to eight students per year (a total of 16 students) since AY2015.					(Achievement Level of Mid-term Plans) We established the implementation guidelines of the scholarship followed by raising donations and provided scholarship to students. As such, we were largely able to achieve the plans.					B	B	
							(FY 2017 Implementation Status) In accordance with the implementation guidelines of the Kosho scholarship, contributions were raised from alumnus who graduated between 1987 and1997. In accordance with the student commendation regulations, we provided the scholarship to eight students.												

C	Aim to increase income by 30%, compared to the average annual income during the period of the 1st Mid-term Goals, from usage fees of the University facilities from the standpoint of efficient use of property.		172 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) We promoted use of facilities by external people in an effort to open them to the general public. [Revenue per FY] <table><tr><td colspan="5">unit:K JPY</td></tr><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>3,249</td><td>3,795</td><td>3,988</td><td>4,257</td><td>2,689</td></tr></table>	unit:K JPY					FY2012	FY2013	FY2014	FY2015	FY2016	3,249	3,795	3,988	4,257	2,689	(Achievement Level of Mid-term Plans) We used the university official website to promote use of our facility that helped increase in cases of facility use to some level. While we reached a little less than the 30% increase of the annual average revenue (2,742,602JPY) during the first mid-term goal period, the plans were largely achieved as written. FY2012 – 2017 Average annual revenue 3,406K JPY	B	C
unit:K JPY																						
FY2012	FY2013	FY2014	FY2015	FY2016																		
3,249	3,795	3,988	4,257	2,689																		
	C	Aim to increase annual income by 25% comparing with annual average income during the period of the 1st Mid-term Goals by increasing the use of University facilities. This will be achieved by utilizing the UoA homepage, etc. to disseminate information on the facility use system		(FY 2017 Implementation Status) On website, the use system was promoted. However, the changes of facility use environment due to the introduction of the quarter system in AY2016 lead to drop of cases of use from the previous FY and drop of the revenue. FY2017 Revenue: 2,458K JPY																		
D	Promote recycling of outdated computers and other equipment.		173 BAS	(Summary of Implementation Status from FY 2012 to FY 2016) After collecting salable devices, etc. from faculty members and administrative staff to the storage, they were sold and disposed of all together at one time, aiming at recycling resources. (FY 2017 Implementation Status) Aiming at PC disposal earning, PC and other devices whose sales earnings were expected were put in the storage after collecting them from faculty and staff. PCs, etc. were disposed of and sold off as resource.	(Achievement Level of Mid-term Plans) PCs, etc. were disposed and sold off after accumulating aiming at reusing resources. It can be said that efficient revenue from PCs is promoted. As such, the plans were achieved as written.	B	B															
	D	In addition to promoting the utilization of reusable computers and other equipment, try to earn revenue by selling non-recyclable items.																				
E	Aim at acquisition of external funds for research projects and implementation of joint/commissioned research projects. Numerical target for applications for open application-based research funds: More than 50 applications in total (The University)		174 CAS	(Summary of Implementation Status from FY 2012 to FY 2016) Grants-in-aid for scientific research and other various external funds shall be announced by email or on billboard in front of the Research Quadrangle. Moreover, we helped out faculty members in preparation of application documents. <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>74</td><td>67</td><td>56</td><td>77</td><td>64</td></tr></table>	FY2012	FY2013	FY2014	FY2015	FY2016	74	67	56	77	64	(Achievement Level of Mid-term Plans) The plans were achieved as written.	A	A					
FY2012	FY2013	FY2014	FY2015	FY2016																		
74	67	56	77	64																		
	E	Work toward acquisition of external funds for joint/commissioned research projects. Further, continue to promote faculty acquisition of external funding by setting successful application to external funding as a requirement for internal competitive funding. Numerical target for applications for open application-based research funds: More than 50 applications in total		(FY 2017 Implementation Status) We worked to acquire external funds for joint/commissioned research projects. Further, we continued encouraging faculty members to acquire external funding by setting their records of applications to external research funds as requirements for application to the internal competitive research fund. 56 applications in FY2017																		

More than 20 applications in total (The Junior College)		175 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We provided faculty members with information on public-invitation based external funds in a timely manner and encourage them to proactively make applications by providing support including holding information sessions regarding the grants-in-aid for scientific research. The number of applications <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>20</td><td>18</td><td>20</td><td>20</td><td>17</td></tr></table> At the Regional Rejuvenation Center, we promoted industry-government-private-academia collaboration with the prefecture, local municipalities, and public interest foundations and worked on commissioned research, etc. Number of commissioned projects per year <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td></tr></table> (FY 2017 Implementation Status) We provided faculty members with information on public-invitation based external funds in a timely manner and encourage them to proactively make applications by providing support including holding information sessions regarding the grants-in-aid for scientific research. Number of applications: 11 At the Regional Rejuvenation Center, we promoted industry-government-private-academia collaboration with the prefecture, local municipalities, and public interest foundations and worked on commissioned research, etc. Number of commissioned projects: 5	FY2012	FY2013	FY2014	FY2015	FY2016	20	18	20	20	17	FY2012	FY2013	FY2014	FY2015	FY2016	6	5	4	3	2	(Achievement Level of Mid-term Plans) We provided faculty members with information on public-invitation based external funds in a timely manner and encourage them to proactively make applications by providing support including holding information sessions regarding the grants-in-aid for scientific research. As a result, 106 applications were made in six years. At the Regional Rejuvenation Center, we promoted industry-government-private-academia collaboration with the prefecture, local municipalities, and public interest foundations and worked on 25 commissioned research projects, etc. in six years.		
FY2012	FY2013	FY2014	FY2015	FY2016																						
20	18	20	20	17																						
FY2012	FY2013	FY2014	FY2015	FY2016																						
6	5	4	3	2																						
	(e-1) For acquisition of external funds, provide support for application for research projects, including proactive information provision. Individual faculty members will find research issues based on characteristics of the region and work on planning of research programs and proactively apply for external funds. (e-2) Work toward the implementation of joint/commissioned research by strengthening collaboration with industries, governments, and private sectors under the initiative of the Center for Rejuvenation of Local Communities.																									

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION												
					Status of Achievement and Reasons								Evaluation				
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness		MID-TERM	A		B		C		D		MID-TERM	ANNUAL		
	2. Measures for Achievement of Goals regarding Improvement of Financial Affairs		2. Measures for Achievement of Goals regarding Improvement of Financial Affairs		ANNUAL	A		B		C		D					
	(2) Specific measures regarding economization of expenses		(2) Specific measures regarding economization of expenses		MID-TERM	A	1	B	2	C	0	D	0				
					ANNUAL	A	1	B	2	C	0	D	0				
					MID-TERM	A	1	B	2	C	0	D	0				
					ANNUAL	A	1	B	2	C	0	D	0				
A	In order to economize managerial expenses, review and improve contents and methods of business operation.			176 GAS [BAS]		(Summary of Implementation Status from FY 2012 to FY 2016) As the corporation had not signed unit price contracts of goods, we introduced the unit price contract system in FY2014 after conducting a survey on the status of purchased goods in the corporation.								(Achievement Level of Mid-term Plans) As we signed unit price contracts for items with high cost-saving effectiveness, the plans were achieved as written.			
		A	In regards to the unit-price contract system introduced as a means of centralization of purchasing procedures, focus contracts on the items that have high cost reduction effectiveness, having considered the number of items consumed, etc.			(FY 2017 Implementation Status) In accordance with the purchase records, we signed unit price contracts for six items such as printing paper, etc. with high cost-saving effectiveness. Further, we conducted analysis by, among other things, comparing our corporate financial statements to other corporations in Fukushima, as well as corporations of similar size.										B	B
B	Reduce relevant costs by way of water-saving, reduction of waste, recycling, power conservation and other energy-saving efforts.			177 FCI		(Summary of Implementation Status from FY 2012 to FY 2016) The environmental policy and goals were revised in FY2012 and made known on campus so that we worked on measures to save energy and resources. Disposals were reduced by classifying garbage. Both-side printing was firmly implemented for reducing the amount of paper used. Turning off unused devices reduced electricity use. Using recycled water was good for saving water. Consistent monitoring on actual operation of facilities and equipment made us possible to implement flexible operation. Moreover, we worked on reducing operating hours of elevators and air-conditioners. Comparing with FY2010, the average of energy consumption during summer between FY2012 and FY 2016 achieved a decrease of 22.2% (goal: -15%). Renewal of devices, such as replacing light bulbs with LED bulbs (1109 bulbs, FY2012 -FY2016) was conducted to save cost and energy.								(Achievement Level of Mid-term Plans) Based on the Environmental Policy and Goals, we worked on energy and resource saving countermeasure. In addition, the state of progress was surveyed, analyzed, and improved for conserving costs. Moreover, exceeding our goal, we tried to conserve more electricity by replacing light bulbs with LED bulbs in a systematic manner. As such, the plans were achieved as written.			

B	In addition to periodic on-campus announcements of specific measures taken based on the UoA environmental policies, make efforts to reduce costs through promotion of power conservation and resource saving by actively participating in initiatives taken by the national and Fukushima prefectural governments. Make improvements after examination and analysis of the situation regarding the measures taken. (MS) While fully considering the working environment of staff members, etc., continue electricity-saving efforts. While also checking and analyzing the facility usage, promote the utilization of facilities and machine replacement that will lead to reduction of costs and energy consumption, whenever necessary. (FS)		(FY 2017 Implementation Status) Every quarter, we informed all members (faculty, staff, and students) of the action plan which is based on the environmental policy, the result of survey and analysis on the amount of energy consumption, and the emphasized promotion items. The UoA joined the Fukushima Protocol for conducting energy saving and resource conservation. Strict observation of temperature standard of air-conditioners and partial shutdown of lightning inside enabled us to reduce energy consumption. By continuous monitoring, the university grasped actual status of operation of facilities and devices. Operation hours of lifts and air-conditioners were reduced. These efforts resulted in a decrease of energy consumption by 22.2% comparing with FY2008 (Goal - 10.2%). Installing a small boiler and replacing 579 light bulbs with LED bulbs in offices, etc. resulted in energy and cost saving. Further, we revised our environmental policies and set the third environmental goals which will be implemented starting next fiscal year.																																									
	Continue to work actively on electricity/water saving. In order to raise awareness on electricity saving, work on "visualization" of numerical targets and usage. (JCD)	178 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Creating the annual action plan for energy consumption, the entire university worked on the energy saving goal by participating the Fukushima Protocol project. The Power-saving News was emailed to faculty and students regularly and the power-saving status on campus was indicated in charts to strive to improve awareness of power saving. Further, green curtains were placed outside the University Library building. In FY2013, energy-saving servers were installed at the renewal of computer systems. Starting in FY2014, we began to participate in the "COOL CHOICE" anti-global warming movement and strove to improve awareness of global warming prevention. As the result, throughout the four years, the goal was exceeded extremely. - Energy-saving (July-September) <table><tr><td></td><td>Goals</td><td>Actual</td><td rowspan="6">※Record-making hot summer</td></tr><tr><td>FY2012</td><td>yoy-5.0%</td><td>-2.0%</td></tr><tr><td>FY2013</td><td>yoy-5.0%</td><td>-15.2%</td></tr><tr><td>FY2014</td><td>yoy-1.0%</td><td>-5.3%</td></tr><tr><td>FY2015</td><td>yoy-1.0%</td><td>-7.5%</td></tr><tr><td>FY2016</td><td>yoy-1.0%</td><td>-3.4%</td></tr></table> - CO2 emission reduction (July- October) <table><tr><td></td><td>Goals</td><td>Actual</td></tr><tr><td>FY2012</td><td>yoy-5.0%</td><td>-6.1%</td></tr><tr><td>FY2013</td><td>yoy-5.0%</td><td>-18.4%</td></tr><tr><td>FY2014</td><td>yoy-1.0%</td><td>-7.4%</td></tr><tr><td>FY2015</td><td>yoy-1.0%</td><td>-8.6%</td></tr><tr><td>FY2016</td><td>yoy-1.0%</td><td>-3.4%</td></tr></table>		Goals	Actual	※Record-making hot summer	FY2012	yoy-5.0%	-2.0%	FY2013	yoy-5.0%	-15.2%	FY2014	yoy-1.0%	-5.3%	FY2015	yoy-1.0%	-7.5%	FY2016	yoy-1.0%	-3.4%		Goals	Actual	FY2012	yoy-5.0%	-6.1%	FY2013	yoy-5.0%	-18.4%	FY2014	yoy-1.0%	-7.4%	FY2015	yoy-1.0%	-8.6%	FY2016	yoy-1.0%	-3.4%		(Achievement Level of Mid-term Plans) Creating the annual action plan for energy consumption, the entire university worked on the energy saving goal by participating the Fukushima Protocol project. Power-saving machines and equipment were installed upon updating the computer systems and air-conditioners. As a result we exceeded the goals on energy saving and CO2 emission reduction. As such, the plans were achieved as written.	B	B
	Goals	Actual	※Record-making hot summer																																									
FY2012	yoy-5.0%	-2.0%																																										
FY2013	yoy-5.0%	-15.2%																																										
FY2014	yoy-1.0%	-5.3%																																										
FY2015	yoy-1.0%	-7.5%																																										
FY2016	yoy-1.0%	-3.4%																																										
	Goals	Actual																																										
FY2012	yoy-5.0%	-6.1%																																										
FY2013	yoy-5.0%	-18.4%																																										
FY2014	yoy-1.0%	-7.4%																																										
FY2015	yoy-1.0%	-8.6%																																										
FY2016	yoy-1.0%	-3.4%																																										

				(FY 2017 Implementation Status) We worked to save energy as a university-wide initiative through formulating the annual action plans for energy consumption and participating in the Fukushima Protocol Project. We introduced power-saving equipment at the renewal of air-conditioning equipment in the north building in FY2016. In order to enhance energy-saving awareness, we sent power-saving news via e-mail on a regular basis and posted charts showing power-saving status. As a result, we exceeded the goals. - Energy-saving goal (July-September) -1.0% in comparison to FY2013 Actual energy-saving -11.8% - CO2 emission reduction goal -1.0% in comparison to FY2013 Actual CO2 emission reduction -7.7% While monitoring the amount of consumption of printing consumables and promoting use of recycled printer paper, we have set use standards of copiers and printers for reducing costs.			A	A
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3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION												
					Status of Achievement and Reasons								Evaluation				
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness		MID-TERM	A		B		C		D		MID-TERM	ANNUAL		
	3. Measures for Achievement of Goals regarding Internal Investigations and Evaluations, and Provision of Information		3. Measures for Achievement of Goals regarding Internal Investigations and Evaluations, and Provision of Information		ANNUAL	A		B		C		D					
	(1) Measures for achievement of goals regarding improvement of evaluations		(1) Measures for achievement of goals regarding improvement of evaluations		MID-TERM	A	1	B	13	C	0	D	0				
					ANNUAL	A	2	B	12	C	0	D	0				
					MID-TERM	A	1	B	7	C	0	D	0				
					ANNUAL	A	1	B	7	C	0	D	0				
A	The University of Aizu	A	The University of Aizu														
(i)	Within the framework of internal evaluations of the Corporation, conduct internal investigations and evaluations regarding educational activities, using evaluation criteria employed by third-party evaluation organizations, etc., as reference. The Evaluation Office shall evaluate the University on a regular basis.			179 PPR		(Summary of Implementation Status from FY 2012 to FY 2016) We implemented self-check and evaluation of our educational activities as we compiles our business achievements. Further, periodical evaluations were conducted centered around the Evaluation Office.					(Achievement Level of Mid-term Plans) We implemented the plans as written and have determined that the goals have been largely achieved as written.						
		(i)	Ascertain major educational activities in the process of compiling an "Annual Business Achievement Report," and conduct internal investigations and evaluations.			(FY 2017 Implementation Status) We implemented self-check and evaluation of our educational activities when compiling our business achievements.										B	B
(ii)	Grasp situations of research activities, including research progress and achievements on a regular basis.			180 CAS PPR		(Summary of Implementation Status from FY 2012 to FY 2016) We have strove to understand the status of UoA's research activities centered around the UBIC faculty members and have annually published research achievements in the "UoA Seeds Collection." In each fiscal year, we strove to understand details of research activities when compiling our business achievements.					(Achievement Level of Mid-term Plans) The plans were implemented as written. In the last year of the second mid-term plan period, we conducted self-checks and evaluations when compiling our business achievements, including publishing the "UoA Research Seed Collection." As such, we have determined that we have achieved the plans as written.						
		(ii)	Ascertain the status of research activities, including research progress and achievements, on a regular basis. (CAS) Ascertain details of research activities, etc. in the process of compiling an "Annual Business Achievement Report." (PPR)			(FY 2017 Implementation Status) We strove to understand the status of UoA's research activities and published research achievements in the "UoA Seeds Collection." We strove to understand details of research activities when compiling our business achievements.										B	B
(iii)	Gain understanding of activities which can be used for making regional contributions, within the framework of internal evaluations of the Corporation.			181 PPR		(Summary of Implementation Status from FY 2012 to FY 2016) Through summarizing the state of local contribution at the UoA for answering questionnaires related to regional contributions organized by external organizations (newspapers, publishers, etc.), the university grasped activities related to regional contribution.					(Achievement Level of Mid-term Plans) As we implemented the plans as written, we determined that the plans were largely achieved as written.						
		(iii)	Gain understanding of activities which can be used for making regional contributions, when the internal evaluations of the Corporation are conducted.			(FY 2017 Implementation Status) Through answering questionnaires related to regional contributions organized by external organizations (newspapers, publishers, etc.), the university grasps activities related to regional contribution.										B	B

(iv)	Undergo periodic third-party evaluations by institutions for university accreditation/evaluation.			182 PPR	(Summary of Implementation Status from FY 2012 to FY 2016) In FY2015, we gathered information on trends related to accreditation and evaluation, discussed and made a decision on the examination period and the organization to conduct accreditation evaluations. Further, we gathered information for preparation of self-check/evaluation reports, held explanatory meetings for each administrative division and started formulation of report drafts. In FY2016, we formulate self-check/evaluation reports toward undergoing the accreditation evaluations by a third party scheduled in FY2017.	(Achievement Level of Mid-term Plans) As we implemented the plans as written, we determined that the plans were largely achieved as written												
		(iv)	In preparation for the FY2017 evaluation, create self-evaluation and evaluation reports.		(FY 2017 Implementation Status) We underwent the accreditation evaluations by a third party.		B	B										
B	The Junior College	B	The Junior College															
(i)	Inspect situations regarding evaluation of educational activities such as “student class evaluations” on a regular basis by the Evaluation Committee, aiming to improve and more effectively administer the inspection system.			183 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) The Subcommittee of Class and UoA Evaluation is established within the Evaluation Committee. The subcommittee mainly organizes class evaluation of all courses in principle. As well, in the end of every year grade, the university evaluation is conducted toward students. Upon answering such evaluation, computer-input is employed since it will ease use of date afterwards. In order to raise the answer rate, the university scheduled a particular day that all students keyed in their answers all at once. - Student Response Ratio <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>89.6%</td><td>90.2%</td><td>88.4%</td><td>89.9%</td><td>93.5%</td></tr></table>	FY2012	FY2013	FY2014	FY2015	FY2016	89.6%	90.2%	88.4%	89.9%	93.5%	(Achievement Level of Mid-term Plans) The answer rate of class evaluation has remained high. Moreover, answer rate has been high since key-in process of the university evaluation by students was improved. As such, the plans were largely achieved.		
FY2012	FY2013	FY2014	FY2015	FY2016														
89.6%	90.2%	88.4%	89.9%	93.5%														
		(i)	Make improvements in the way that the questionnaire for intensive courses is conducted. Faculty members shall request students to fill in the class evaluation questionnaire, in order to increase the response rate and the ratio of entries for free comments. Request faculty members to utilize the results for improvement of future class activities.		(FY 2017 Implementation Status) In order to increase students’ awareness of and interest in class evaluations, we informed students of the significance of the class evaluations, as well as the method by which their results would be made public. We requested faculty members to utilize the results for improvement of future class activities. As a result, improvements in 14 courses in the first semester were attempted.		B	B										
(ii)	Faculty, based on results of surveys regarding their courses, shall evaluate and review their class activities for improvement.			184 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Detailed check items were clarified within the actual achievement report of operational activities for self-verification. In addition, class evaluation and answers for it were used for self-verification and self-edifying through FD activities. We have strove to improve class activities through these efforts.	(Achievement Level of Mid-term Plans) The plans were largely achieved.												
		(ii)	(b-1) Based on the results of class evaluations, individual faculty members will work on the improvement of class activities by reviewing attainment targets for students’ learning in light of class styles, teaching methods, assessment criteria, and educational goals. (b-2) For each faculty member to raise his/her awareness by responding to the survey questionnaire, provide them with materials, such as the University’s annual plans and the previous year’s survey results.		(FY 2017 Implementation Status) b-1) By disclosing the result of class evaluation, etc., faculty members were requested to submit corresponding proposals, etc. for improvement. This encouraged them to review learning achievement goals in light of class styles, instruction methods, and grading criteria and educational goals, leading to improvement of class activities. (b-2) Aiming to increase the self-awareness of faculty members by having them write answers themselves, we published the UoA’s annual plans and material on the status of their responses.		B	B										

(iii)	Establish evaluation criteria and other related matters for vitalization and advancement of education/research and for promotion of local contribution under the initiative of the Evaluation Committee, and evaluate the overall educational activities.		185 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We had All full-time faculty members (including retirees) submit individual achievement report of the previous fiscal year to compile the university achievement report. The content of the university achievement report was partially utilized for allocation of the competitive research fund, etc.	(Achievement Level of Mid-term Plans) The plans were largely achieved as written.		
		(iii) (c-1) Compile an "Annual Business Achievement Report," for vitalization of education and research under the initiative of the Evaluation Committee. (c-2) Work on preparation of evaluation criteria from the perspectives of both internal/external evaluations. Further look into utilization of previous business reports in the preparation process.		(FY 2017 Implementation Status) (c-1) In an effort to rejuvenate education and research, the Evaluation Committee compiled the achievement report of FY2016. (c-2) In consideration of viewpoints of internal and external evaluations, we reviewed items of the achievement report.		B	B
(iv)	Conduct self-inspection/evaluation on activities regarding education, research, local contribution, and College management on a regular basis, and use external evaluation results by Fukushima Prefecture Evaluation Committee for Public University Corporations, etc. in an effective manner for appropriate management of the College.		186 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) In addition to publishing the FY2015 UoA JCD self-inspection and evaluation report, we submitted the inspection / evaluation report to the Japan University Accreditation Association for the purposes of undergoing the JCD's accreditation evaluation. Further, we revised our annual plans by leveraging the results of the external review by the Fukushima Prefecture Public University Evaluation Committee. We also strove to improve university operation through repeated discussions on our business operation system toward opening the Early Childhood Education department and the Admissions and PR Center (tentative name).	(Achievement Level of Mid-term Plans) We conducted periodic self-inspection and evaluation of our educational, research, regional contribution, university operation, and other activities. At the same time, we were able to make improvements to allow the appropriate operation of the university by leveraging, among other things, the results of external evaluations by organizations such as accrediting organizations and the Fukushima Prefecture Public University Evaluation Committee. As such, we were able to achieve the plans.		
		(iv) (d-1) Report the result of JCD internal investigations in AY 2015. Prepare for the institutional evaluation for junior college accreditation by the Japan University Accreditation Association (scheduled for 2017). (d-2) Improve the JCD's operations, by reviewing the annual plans, etc. based on the results of external evaluations conducted by the Fukushima Prefecture Evaluation Committee for Public University Corporations.		(FY 2017 Implementation Status) (d-1) We underwent junior college accreditation evaluation by the Japan University Accreditation Association and were certified as meeting the junior college accreditation standards. (d-2) In an effort to improve the university operation, we revised the annual plans by leveraging the results of the external review by the Fukushima Prefecture Public University Evaluation Committee, and worked to improve our education implementation system in order to develop the talent needed by the region.		A	A

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION												
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness		Status of Achievement and Reasons								Evaluation				
	3. Measures for Achievement of Goals regarding Internal Investigations and Evaluations, and Provision of Information		3. Measures for Achievement of Goals regarding Internal Investigations and Evaluations, and Provision of Information		MID-TERM	A		B		C		D		MID-TERM	ANNUAL		
	(2) Specific measures for promotion of disclosure and transmission of information		(2) Specific measures for promotion of disclosure and transmission of information		ANNUAL	A		B		C		D					
					MID-TERM	A	0	B	6	C	0	D	0				
					ANNUAL	A	1	B	5	C	0	D	0				
A	The University of Aizu	A	The University of Aizu														
A	Adequately disclose information, such as corporation information, etc., via the University website.			187 PPR		(Summary of Implementation Status from FY 2012 to FY 2016) - In each fiscal year, the entire university engaged in effective information disclosure by implementing, among other things, staff training. - In 2012, each section of the Administrative Office designated web staff and started updating information through CMS (Content Management System). - Aiming at increasing the number of applicants, the official website was renewed and released in December, in 2015. - In 2015, we opened our facebook account on top of the official Twitter (started in 2010). - In FY2016, the entire university engaged in information disclosure by implementing, among other things, staff training. Further, we assessed and analyzed the effectiveness to improve our website, and engaged in effective information disclosure by proactively leveraging the official Twitter and facebook.					(Achievement Level of Mid-term Plans) - As we have proactively disseminated information via the official website, we determined that the plans have been largely achieved as written.						
		A	Undertake training programs for administrative staff in charge of information provision at respective sections, for the purpose of disclosing necessary corporate information to the public in a timely and appropriate manner. In addition, work to publish information on the University as a whole by distributing manuals on creating research and faculty pages to faculty members, etc. Further, in order to effectively convey information on the website, conduct periodic measurements and analysis of effectiveness and revise it as necessary. Further, utilize the official Twitter and Facebook accounts to effectively convey information.			(FY 2017 Implementation Status) - We encouraged faculty to input data on introduction of their research and themselves into the achievement registration system and engaged in proactive information disclosure on a university-wide basis. - In order to effectively disseminate information via the official website, we periodically measured and analyzed the effectiveness and improved the website as necessary based on the result. - We effectively disseminated information by continuing proactively leveraging the official Twitter and facebook.										B	B
B	Undergo appropriate external audits by certified public accountants, etc. regarding financial situations and administration/operation of the University, and disclose the results of external audits to the public.			188 BAS		(Summary of Implementation Status from FY 2012 to FY 2016) Accounting auditor and other auditor gave their opinions that university operation was appropriate in terms of accounting process based on the result the university went through the examination. With an approval from the prefecture between August and September, it is released on the website together with the FY2015 financial statements, etc.					(Achievement Level of Mid-term Plans) As the annual audit has been conducted in a systematic manner and the results have been open on the website, the plans have been achieved as written.						

		B	Undergo regular internal audits and enhance the internal check system. Receive appropriate audits by accounting auditors and corporate auditors on a regular basis, and disclose the results of audits to the public via the University website.		(FY 2017 Implementation Status) Based on the plans on the internal audit, the internal audit was conducted. We appropriately underwent the accounting inspection and business audit by auditors and accounting audit by accounting auditors. Regarding results of these audits the university underwent, the auditors stated that said content was appropriate. After the approval of the prefecture dated the 8th of September, 2017, the results, as well as the financial statements, etc. were posted on the website.				
C	While publishing "Annual Reviews" on a periodical basis, discuss construction of an institutional repository in order to publicize the University's educational and research activities and intellectual resources.			189 PPR ISTC	(Summary of Implementation Status from FY 2012 to FY 2016) In each fiscal year, the Annual Review of the School of Computer Science and Engineering and CCRS Annual Report have been electronically published and posted on the university website to make them widely known. For constructing the repository of the UoA, after the repository operation policy was established in December 2013, the UoA Academic Repository (Hereinafter "REPOSITORY") was released in July 2014. Since then doctoral dissertations, etc. of the year have been registered to the REPOSITORY to improve its content. In 2017, we additionally shared links to the REPOSITORY on the top page, etc. of, the library collection retrieval system.	(Achievement Level of Mid-term Plans) As we have electronically published annual reviews and made them widely known to the public, we determined that the plans were largely achieved as written. As it has been established to disseminate the university's research achievements including doctoral dissertations via the REPOSITORY on a regular basis, we determined that the mid-term plans have been achieved as written.		B	B
		C	Publish the "Annual Review of the Undergraduate School of Computer Science and Engineering" and the "Annual Review of the Center for Language Research" digitally on a regular basis. (Planning and PR Section) Continue to publicize the UoA Academic Repository within campus, compile dissertation data, etc. and continue operating the repository system to promote its fixation as a place to convey the UoA's research results. Further, carry out sufficient discussion of how to effectively operate the UoA Academic Repository. (ISTC)		(FY 2017 Implementation Status) The Annual Review of the School of Computer Science and Engineering and CCRS Annual Report was electronically published. We strove to inform the whole campus of the REPOSITORY, and to collect data including scientific papers. Further, through maintaining the operation of the repository system, we strove to establish the REPOSITORY as a site for disseminating of the university's research achievements and looked into effective operation methods as needed.			B	B
D	Conduct surveys such as "student class evaluations," "evaluation of the College by students," and "evaluation of the College by alumni" under the leadership of the Evaluation Committee and disclose relevant evaluation results. (The Junior College)			190 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Every year, we implemented the student class evaluation and the student university evaluation. The outline of the results was published on the university website. On the sites for internal use, the outline and answers from faculty members were published. Moreover, all printed data excluding that of the free response fields have been disclosed to students and faculty at the library.	(Achievement Level of Mid-term Plans) We largely achieved the medium-term plans, which specified the disclosure of the results of questionnaires, such as the student class evaluation, student university evaluation, and graduate university evaluation questionnaires conducted by the Evaluation Committee.		B	B
		D	(d-1) Conduct surveys such as "student class evaluations" and "evaluation of the College by students" to disclose a summary of the evaluation results. Also, open all the data of evaluation results to students and faculty members excluding free comments.		(FY 2017 Implementation Status) e-1 We implemented questionnaires such as the class evaluation and the university evaluation and published the outline of the results. We also disclosed all evaluation data excluding that of the free response fields at the University Library and on the university website to students and faculty. e-2 We disseminated information on our initiatives and results of education and research through the website and research seeds collection.			B	B

E	Through the College's website, transmit information regarding education, self-inspection/evaluation, and educational/research activities and achievements in a proactive manner. (The Junior College)		191 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We were able to conduct more proactive information dissemination than ever before through efforts primarily lead by the Admissions and PR Center. We strove to improve the content of our website as necessary, and proactively spread information of the university by posting information of open campus, research results, works and awards for them created and attained by students and those by faculty members. We also spread information on the education and research conducted by the Early Childhood Education department on the department's homepage in order to give back to the community We participated in University Portrait in FY2014, and published our basic information. Each year, we update the information. We strove to strengthen our ability to disseminate information by publishing the results of evaluations by the Japan University Accreditation Association and the Fukushima Prefecture Public University Evaluation Committee, as well as our self-inspection/evaluation reports on the homepage. We proactively updated the research bulletin on the homepage, our Research Seed Collection, the list our off-campus lectures, etc. We also proactively distributed materials to our affiliated organizations. Further, we also published the results of our practical project-based learning programs, which were conducted through regional collaboration. In an effort to raise our profile, we proactively published results of research presentations and competitions by leveraging a project named "Active Junior College Communication Capabilities Reinforcement Project"	(Achievement Level of Mid-term Plans) As we proactively spread information on our education including initiatives and results of self-inspection/evaluation, education and research activities via our website, the plans were largely achieved.	
E	(e-1) By improving the JCD's website, utilizing the University Portraits, holding the Open Campus events, and publishing research achievements, proactively release information on the JCD, including its educational/research activities, while enhancing its communication capability. (e-2) On the JCD's website, disclose the results of the evaluation conducted by the Fukushima Prefecture Evaluation Committee for Public University Corporations, and internal evaluations conducted by the Junior College. (e-3) Proactively release information on the JCD through "Research Proceedings," "Collection of Research Seeds," "Notice of Off-campus Lectures," etc.			(FY 2017 Implementation Status) We were able to conduct more proactive information dissemination than ever before through efforts primarily lead by the Admissions and PR Center. We strove to improve the content of our website as necessary, and proactively spread information of the university by posting information of open campus, research results, works and awards for them created and attained by students and those by faculty members. We also spread information on the education and research conducted by the Early Childhood Education department on the department's homepage in order to give back to the community. We strove to strengthen our ability to disseminate information by publishing the results of evaluations by the Japan University Accreditation Association and the Fukushima Prefecture Public University Evaluation Committee, as well as our self-inspection/evaluation reports on the homepage. We proactively updated the research bulletin on the homepage, our Research Seed Collection, the list our off-campus lectures, etc. We also proactively distributed materials to our affiliated organizations. Further, we also published the results of our practical project-based learning programs, which were conducted through regional collaboration. In an effort to raise our profile, we proactively published results of research presentations and competitions by leveraging a project named "Active Junior College Communication Capabilities Reinforcement Project."		

F	Publish "Research Proceedings" on a regular basis and disclose the College's educational/research activities and intellectual resources to the public. (The Junior College)			192 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) The Bulletin was made on CD-ROM. It was distributed to relevant organizations. Opening that information on CiNii, information which lead deeper collaboration with other universities, regional society, companies, etc., and local revitalization was provided. Every year the university updated the Research Seeds Collection, Outreach Lecturer List, and Course List. These were distributed to relevant organizations, groups, etc. All of the above were put on the university website.	(Achievement Level of Mid-term Plans) As we have publicized and distributed the Bulletin, Research Seed Collection, and List of Off-campus Lectures and Lecturers for the purpose of publicize our educational/research activities and internal intellectual resources. The plans have been largely achieved.		
					(FY 2017 Implementation Status) A retrieval system for learning support and the JCD Academic Repository for dissemination of research/education achievements were established. At the same time, the Repository Operation Policy, data collection policy and detailed operation methods were determined. The Research Seed Collection, and List of Off-campus Lectures and Lecturers were updated and distributed to affiliated organizations, etc. All of them above including the "Business Report of the Local Rejuvenation Center" were posted on the JCD's official website.			
		F	Post the College's "Research Proceedings," "Collection of Research Seeds," "List of Off-campus Lectures and Lecturers" and the "Business Report of the Center for Rejuvenation of Local Communities" on the College's website for opening of the College's educational/research activities and intellectual resources to the public.				B	A

3. Evaluation by Item

MID-TERM PLAN			FY 2017 ANNUAL PLAN			SELF-EVALUATION												
						Status of Achievement and Reasons									Evaluation			
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	(Administrative Responsibility)	MID-TERM	A		B		C		D		MID-TERM	ANNUAL			
	4. Specific Measures for Achievement of Important Goals regarding Other Business Operation		4. Specific Measures for Achievement of Important Goals		ANNUAL	A		B		C		D						
	(1) Measures for achievement of goals regarding compliance		(1) Measures for achievement of goals regarding compliance		MID-TERM	A	5	B	27	C	1	D	0					
					ANNUAL	A	6	B	25	C	1	D	0					
					MID-TERM	A	0	B	2	C	0	D	0					
					ANNUAL	A	0	B	2	C	0	D	0					
A	Enhance compliance in accordance with the University's "Code of Conduct," "Fundamental Policies Pertaining to Administration and Management of Public Research Funds," and "General Plan on Management of Conflicts of Interest."			193 GAS CAS		(Summary of Implementation Status from FY 2012 to FY 2016) We strove to make the content of the Code of Conduct by holding training sessions once a year in an effort to make compliance known to everyone on campus. In accordance with the regulations, we started training sessions regarding research ethics and compliance in FY2015 and at the same time, raised awareness of a conflict of interest and fraud prevention.									(Achievement Level of Mid-term Plans) We strove to make the content of the Code of Conduct known on campus on a regular basis while emphasizing compliance. As a result, we see that faculty members' awareness of these matters has been raised. As such, the plans have been achieved as written.			
	(A-1) Announce the content of the University's "Code of Conduct" on a regular basis. (MS) (A-2) Maintain scientific fairness and ethical validity of research through its ethical review based on the "University of Aizu Regulation Concerning Research Ethics" and the "Policy on Experimentation and Investigative Research, etc. on Human Subjects Conducted at the University of Aizu" both established in October 2013. Additionally, in order to comply with the updates to MEXT's "Guidelines for Measures Against Inappropriate Conduct Concerning Research Activities, etc." and "Guidelines for the Management and Auditing of Public Research Funds at Research Institutions," we will carry out research ethics and compliance training based on the regulations established in March, 2015. In FY2016,the research ethics education online for e-learning will be created. At the same time, authorities will be invited from MEXT in order to hold effective seminars for faculty and staff members. Further, efforts will be made towards increasing awareness of preventing inappropriate behavior based on the "Management Policies Regarding Conflicts of Interest of the Public University Corporation, the University of Aizu" and "General Plan on Management of Conflicts of Interest." Additionally, create an internal system for security export control and make efforts to, for example, improve the awareness of faculty and staff in order to increase understanding of the compliance with the Foreign Exchange and Foreign Trade Control Law.					(FY 2017 Implementation Status) (a-1) We provided an explanation on compliance with the Code of Conduct at the first meeting of the Faculty Assembly and Deans and Directors Council. In December, we sent e-mail to that effect to all faculty members in an effort to make it known widely. Further, we reminded the Faculty Assembly, etc. the strict observance of the office rules as necessary. We strove to make the Code of Conduct known to newly hired faculty and staff members by distributing handouts. Moreover, in each case of misconduct in the prefectural government and/or other organizations, we reminded all faculty and staff members of prevention of dishonesty and misconduct. (a-2)The internal audit was conducted regarding official research funds and it was confirmed that they had been appropriately implemented. In accordance with the "University of Aizu Regulation Concerning Research Ethics" and the "Policy on Experimentation and Investigative Research, etc. on Human Subjects Conducted at the University of Aizu" and in order to secure scientific and ethical validity of research, due research ethic examinations were conducted regarding research implementation plans submitted by faculty members. In addition, the regulations were revised to include the necessity of reporting research results. (a-3) In consideration of prevention of the research misconduct prevention plans in accordance with the "Regulations on the Prevention of Impropriety Concerning Research Activities" and the "Regulations Concerning the Handling of Public Research Funds," we organized a training session with an invited certified public accountant in September 2017. (a-4) We worked to prevent research misconduct in accordance with the "Management Policies Regarding Conflicts of Interest" and "General Plan on Management of Conflicts of Interest." Further, we collected information toward formulation of internal regulations regarding the security export control at training sessions organized by MEXT.											B	B

		(a-1) Enhance compliance by announcing the University of Aizu "Code of Conduct" on a regular basis. (a-2) In accordance with the "Regulations on the Prevention of Impropriety Concerning Research Activities," the "Regulations Concerning the Handling of Public Research Funds," and the "General Plan on Management of Conflicts of Interest," take specific measures for prevention of inappropriate use of public research funds.	194 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We provided an explanation on compliance with the Code of Conduct at the Faculty Assembly meetings in an effort to make it known widely. Further, we reminded the Faculty Assembly, etc. the strict observance of the office rules as necessary. In FY2016, we emphasized the compliance with lows at compliance training sessions and administrative executives interviewed all faculty and staff members individually. Further, we organized research ethics and compliance training sessions and explanatory meetings regarding Kakenhi in an effort to raise awareness of prevention of research misconduct and appropriate implementation of research funds, in addition to making the manuals regarding placing orders by faculty members well known.	(Achievement Level of Mid-term Plans) We provided an explanation on compliance with the Code of Conduct at the Faculty Assembly meetings and organized research ethics and compliance training sessions in accordance with the "Regulations on the Prevention of Impropriety Concerning Research Activities" and explanatory meetings regarding Kakenhi. As such, the plans were largely achieved.		
				(FY 2017 Implementation Status) (a-1) We provided an explanation on compliance with the Code of Conduct at the first meeting of the Faculty Assembly in an effort to make it known widely. Further, we reminded the Faculty Assembly, etc. the strict observance of the office rules as necessary. (a-2) We organized research ethics and compliance training sessions in accordance with the "Regulations on the Prevention of Impropriety Concerning Research Activities" in September and explanatory meetings regarding Kakenhi in October. In addition to them, we provided information on cases of unauthorized use of research funds (fabricated business trip, etc.) at other universities, in an effort to raise awareness of prevention of research misconduct and appropriate implementation of research funds.		B	B

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION											
					Status of Achievement and Reasons								Evaluation			
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness		MID-TERM	A		B		C		D		MID-TERM	ANNUAL	
	4. Specific Measures for Achievement of Important Goals regarding Other Business Operation		4. Specific Measures for Achievement of Important Goals regarding Other Business Operation		ANNUAL	A		B		C		D				
	(2) Measures for achievement of goals regarding maintenance and utilization, etc. of facilities and equipment		(2) Measures for achievement of goals regarding maintenance and utilization, etc. of facilities and equipment		MID-TERM	A	3	B	10	C	0	D	0			
					ANNUAL	A	3	B	9	C	0	D	0			
A	Promote improvement of the educational environment and equipment, etc.			195 SHWS SAD	(Summary of Implementation Status from FY 2012 to FY 2016) Regarding Somei House, we checked the status of usage of equipment through inspections before moving out, and strove to maintain the environment by prompt repair work and renewal of broken equipment, etc. Further, in FY2014 we developed a bicycle parking area for Somei House residents to improve their living environment.								(Achievement Level of Mid-term Plans) The mid-term plans have been implemented as written.			
					(FY 2017 Implementation Status) We strove to maintain the environment of Somei House through inspections before moving out, etc. on a continuous basis.											
				A	Replace educational facilities and equipment and Somei House furniture and fixtures in compliance with the curriculum systematically.	196 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Based on the equipment renewal plan, equipment of the Department of Food and Nutrition Sciences has been renewed every year in a systematic manner. We newly added an air conditioner in the science and chemistry experimental room. In FY2015, we established labs for the three new personnel being employed following the establishment of the Department of Early Childhood Education.								(Achievement Level of Mid-term Plans) According to the equipment renewal plan, we systematically updated the equipment of the Department of Food and Nutrition Sciences every year. Further, the plan has been reviewed as needed. As such, the plan was almost achieved.	
			Inspect the status of facilities and equipment of the educational research environment., and promote necessary improvements in a well-planned manner.	(FY 2017 Implementation Status) Based on the equipment renewal plan, we updated/installed the equipments common for all departments (AV devices, projector, and screen), equipments for the Department of Food and Nutrition Sciences (design drawing tables, electric jigsaw, etc.), equipments for the Department of Food and Nutrition Sciences (steam convection oven, biological safety cabinet, etc.), equipments for the Department of Early Childhood Education (upright piano, metallophone, xylophone, etc.). Moreover, in order to systematically proceed with the preparation of facilities and equipments for educational environment for the next academic year onward, we reviewed the device/equipment renewal plans.												
B	Repair, maintain and manage the University facilities and equipment based on the long-term maintenance plans in an effective manner.			197 FCL	(Summary of Implementation Status from FY 2012 to FY 2016) Based on the annual plan (the plan for facility repairs) which had been set based on the long-term maintenance plans and the results of legal inspection and periodic inspection, we conducted repair works on facilities to make improvements.								(Achievement Level of Mid-term Plans) We conducted repairs and maintenance/management of facilities and equipment in a well-planned an efficient matter, therefore achieving the plans.			

		B Promote repairs and maintenance in a systematic and effective manner in accordance with the long-term maintenance plan (the annual plan and details of implementation)		(FY 2017 Implementation Status) We conducted the planned repair works on aging facilities, including waterproofing repair work for rooftop of the South Wing of the Research Quadrangles, the replacement work of the Uninterruptible Power System of the Energy Center, etc. Regarding the waterproofing repair work for rooftop, we conducted efficient repair work by employing appropriate construction method, etc.				
		Taking the deterioration and the results of inspection of facilities into account, review the long-term maintenance plans as necessary to control maintenance in a systematic and effective manner.	198 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We made efforts to maintain and manage our facilities and equipment by investigating their deterioration along with the maintenance and management contractor's inspections. Further, we revised the long-term maintenance plan as needed and systematically conducted repairs, maintenance, and management.	(Achievement Level of Mid-term Plans) We inspected the status of degradation of facilities. While making efforts on maintenance and management of facilities and equipments, we review the long-term maintenance plans as needed. At the same time, we implement systematic repair work, maintenance and management. Therefore, the plan was almost achieved.			B
				(FY 2017 Implementation Status) We made efforts to maintain and manage our facilities and equipment by investigating their deterioration along with the maintenance and management contractor's inspections. Further, we conducted repair works on the aging facilities, including repair work on the outer wall of the gymnasium, replacement work of air conditioner, etc. based on the long-term maintenance plans.				B
C	Regarding the College's decrepit dormitory and undersized library, discuss future plans for these facilities from the perspective of safety and usability of residents and users.		199 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) In order to improve extremely aging student dormitories and university library with narrow space for bookshelves, future visions were created in FY 2014 at the Future Initiatives Deliberation Committee. Moreover, questionnaire on the student dormitory was implemented. We held a party with boarders in order to grasp their needs.	(Achievement Level of Mid-term Plans) In order to improve extremely aging student dormitories and university library with narrow space for bookshelves, future visions are being created at the Future Initiatives Deliberation Committee. Therefore, the plan was almost achieved.			B
		C Achieved mid-term plan		(FY 2017 Implementation Status) The plan has been achieved.				B
D	Review the environmental criteria that the University has established, and further promote water and power conservation, and other energy-saving efforts to reduce emission of CO2. Accurately analyze and evaluate the implementation results, and announce the results within the University.		200 FCL	(Summary of Implementation Status from FY 2012 to FY 2016) The environmental goals were revised in FY2012. They were widely informed on campus so as to work on energy and resource saving countermeasures. Disposals were reduced by classifying garbage. Both-side printing was firmly implemented for reducing the amount of paper used. Turning off unused devices reduced electricity use. Using recycled water was good for saving water. Consistent monitoring on actual operation of facilities and equipment made us possible to implement flexible operation. Moreover, we worked on reducing operating hours of lifts and air conditioner. The average of energy consumption during summer between FY2012-16 achieved 79.8% compared to FY2008 (base year), while the goal was 95.3%. Renewal of devices – such as replacing light bulbs with LED bulbs (1,190 bulbs, FY2012 - FY2016) - was conducted aiming at cost and energy saving.	(Achievement Level of Mid-term Plans) Based on the Environmental Policy and Goals, we worked on energy and resource saving countermeasure. In addition, the state of progress was surveyed, analyzed, and improved for conserving costs. Moreover, exceeding our goal, we tried to conserve more electricity by replacing light bulbs with LED bulbs in systematic manner. Therefore the plan was achieved as its original.			

D	In addition to periodic internal announcements of measures taken based on the UoA environmental policies, make efforts to reduce CO2 emissions by actively participating in measures taken by the national government, Fukushima prefectural government, etc. Further, investigate and analyze the status of the initiatives and promote their improvement. (MS) Investigate and analyze the operating conditions, continuing to make energy consumption efforts. At the same time, promote equipment replacement to reduce CO2 emission as necessary. (FS)		(FY 2017 Implementation Status) Every quarter, we informed all members (faculty, staff, and students) of the action plan which is based on the environmental policy, the result of survey and analysis on the amount of energy consumption, and the emphasized promotion items. The UoA joined the Fukushima Protocol for conducting energy saving and resource conservation. Strict observation of temperature standard of air-conditioners and partial shutdown of lightning inside enabled us to reduce energy consumption. By continuous monitoring, the university grasped actual status of operation of facilities and devices. Operation hours of lifts and air conditioner were reduced. These efforts resulted a decrease of energy consumption by 74.7% comparing with FY2008 (base year), while the goal was 89.8%. Regarding device renewal, we aimed at energy-saving by installing the small-size boiler and replacing 579 light bulbs with LED bulbs to offices, etc.. Further, we reviewed the Environmental Policy and set the third-term environmental goals starting next fiscal year. [Status of Achievements for Environmental Goals (FY2017)] <table><tr><th></th><th>Goals</th><th>Actual</th><th></th></tr><tr><td>Carbon dioxide emission</td><td>89.9%or less</td><td>79.2%</td><td>→Achieved</td></tr><tr><td>Electricity use</td><td>89.8%or less</td><td>74.7%</td><td>→Achieved</td></tr><tr><td>City gas use</td><td>90.0%or less</td><td>99.2%</td><td>→Not achieved</td></tr><tr><td>Water use</td><td>91.0%or less</td><td>97.5%</td><td>→Not achieved</td></tr><tr><td>Sewer use</td><td>90.0%or less</td><td>105.9%</td><td>→Not achieved</td></tr><tr><td>Gasoline use</td><td>138.0%or less</td><td>135.1%</td><td>→Achieved</td></tr><tr><td>Waste disposal</td><td>121.5%or less</td><td>110.4%</td><td>→Achieved</td></tr></table>		Goals	Actual		Carbon dioxide emission	89.9%or less	79.2%	→Achieved	Electricity use	89.8%or less	74.7%	→Achieved	City gas use	90.0%or less	99.2%	→Not achieved	Water use	91.0%or less	97.5%	→Not achieved	Sewer use	90.0%or less	105.9%	→Not achieved	Gasoline use	138.0%or less	135.1%	→Achieved	Waste disposal	121.5%or less	110.4%	→Achieved									
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	Promote water and power conservation continuously, by raising awareness on power conservation through "visualization" of numerical targets and actual usage. Also, verify and announce the implementation results on campus for the purpose of reflecting the results to activities in the following fiscal year.	201 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Creating the annual action plan for energy consumption, the entire college worked on the energy saving goal by participating in the Fukushima Protocol project. The energy-saving news was emailed to faculty and students regularly. In addition, circumstance of electricity saving was shown in a chart so that we can motivate ourselves. Green curtain plants were decorated in a wall shape of the library. In FY2016, we participated in “COOL CHOICE (national movement against global warming)” to improve awareness toward global warming countermeasures. As a result, we achieved the goals well above them for the past five years. <table><tr><th></th><th>Goals</th><th>Actual</th><th></th></tr><tr><td>FY2012</td><td>yoy-5.0%</td><td>-2.0%</td><td rowspan="5">※Record-making hot summer</td></tr><tr><td>FY2013</td><td>yoy-5.0%</td><td>-15.2%</td></tr><tr><td>FY2014</td><td>yoy-1.0%</td><td>-5.3%</td></tr><tr><td>FY2015</td><td>yoy-1.0%</td><td>-7.5%</td></tr><tr><td>FY2016</td><td>yoy-1.0%</td><td>-3.4%</td></tr></table> <table><tr><th></th><th>Goals</th><th>Actual</th></tr><tr><td>FY2012</td><td>yoy-5.0%</td><td>-6.1%</td></tr><tr><td>FY2013</td><td>yoy-5.0%</td><td>-18.4%</td></tr><tr><td>FY2014</td><td>yoy-1.0%</td><td>-7.4%</td></tr><tr><td>FY2015</td><td>yoy-1.0%</td><td>-8.6%</td></tr><tr><td>FY2016</td><td>yoy-1.0%</td><td>-3.4%</td></tr></table>		Goals	Actual		FY2012	yoy-5.0%	-2.0%	※Record-making hot summer	FY2013	yoy-5.0%	-15.2%	FY2014	yoy-1.0%	-5.3%	FY2015	yoy-1.0%	-7.5%	FY2016	yoy-1.0%	-3.4%		Goals	Actual	FY2012	yoy-5.0%	-6.1%	FY2013	yoy-5.0%	-18.4%	FY2014	yoy-1.0%	-7.4%	FY2015	yoy-1.0%	-8.6%	FY2016	yoy-1.0%	-3.4%	(Achievement Level of Mid-term Plans) Creating the annual action plan for energy consumption, the entire university worked on the energy saving goal by participating the Fukushima Protocol project. The energy-saving devices were installed upon replacement of computer systems and air conditioner. The results of these efforts were notified through energy-saving news, displaying the charts showing power-saving status, etc. so that we can motivate ourselves. As the result, we hugely exceeded the power-saving goals and CO2 emission goals. Therefore, the plan was achieved.	A	A
	Goals	Actual																																										
FY2012	yoy-5.0%	-2.0%	※Record-making hot summer																																									
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					(FY 2017 Implementation Status) Creating the annual action plan for energy consumption, the entire university worked on the energy saving goal by participating in the Fukushima Protocol project. We also installed energy-saving type of air conditioner upon replacement work of air conditioner of the north building in FY2016. The energy-saving news was emailed to faculty and students regularly. In addition, circumstance of electricity saving was shown in a chart so that we can motivate ourselves. As a result of these efforts, we hugely exceeded the goals. - Energy-saving goal (July-September) -1.0% in comparison to FY2013 Actual energy-saving -11.8% - CO2 emission reduction goal -1.0% in comparison to FY2013 Actual CO2 emission reduction -7.7% [reprint]		A	A
E	Discuss introduction of renewable energy resources, such as photovoltaic power systems, etc.		202 ARC FCL	(Summary of Implementation Status from FY 2012 to FY 2016) When we established LICTiA, we installed the cooling system with outside air which use cool climate of Aizu region aiming for saving energy and resources.	(Achievement Level of Mid-term Plans) Although we have not yet introduced renewable energy technology into LICTiA, we designed the facility environment-friendly such as introducing the cooling system with outside air which utilizes cool climate in Aizu region aiming for saving energy and resources. We mostly implemented the plan as written.		B	B
		E	In the event of building new facilities on campus in the future, consider the introduction of renewable energy (solar panels, etc.) and other initiatives.	(FY 2017 Implementation Status) There were not any facilities newly improved.				
F	Preserve green areas on campus with consideration for the natural environment in the local communities, and make continuous efforts in keeping the University campus attractive and beautiful.		203 FCL	(Summary of Implementation Status from FY 2012 to FY 2016) Based on the results of actual condition survey of trees on campus conducted in FY2011 and 2014, we chose chemicals and pruned branches. After pruning, we chopped branches to make wooden chips for fulfilling the walk path on-campus.	(Achievement Level of Mid-term Plans) We implemented maintenance of walk path and pruning trees properly. We achieved the plan as written.		B	B
		F	Based on the field survey results on the trees and plants on campus (growth, density, etc.), create and implement a specific plan for spraying chemicals and trimming extra branches, etc. Promote recycling by, for example, using trimmed branches for paving the walking trails on campus, and maintain green spaces comfortable.	(FY 2017 Implementation Status) Based on the results of actual condition survey of trees on campus conducted in 2014, we chose chemicals and pruned branches. After pruning, we chopped branches to make wooden chips for fulfilling the walk path on-campus.				
G	Maintain and improve the University campus from the standpoint of universal design.		204 FCL	(Summary of Implementation Status from FY 2012 to FY 2016) With regard to the Somei House and LICTiA which were newly improved, we made the facilities nice and cozy from a viewpoint of universal design functionality. Further, in order to maintain the functions of the facilities, we checked the conditions of the facilities by conducting periodic checks.	(Achievement Level of Mid-term Plans) We maintained the universal design functionality focusing on the safety and comfortability of users. We achieved the plan as written.		B	B
		G	With an emphasis on user safety and friendliness, retain the current universal design-based functions of buildings and equipment, and promote universal design-conscious repairs and renovations.	(FY 2017 Implementation Status) In addition to maintaining the universal design functionality currently possessed by the facilities and equipment, we repaired the campus sidewalk and conducted repairs of facilities with universal design in mind.				

		Focusing on user-friendliness and safety of users, carry out renovations and refurbishment taking into account universal design of buildings and facilities.	205 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We considered the universal design when we renovated the buildings. In addition, we switched graphic symbols of restrooms of each floor to bigger and easy comprehensible symbols and newly set the direction signs leading to the restrooms. In addition to installed bidet-style toilets in all multipurpose toilets in FY2016, we installed baggage rack and toilet paper holder with one hand cut, etc. for each toilet. (FY 2017 Implementation Status) We installed a new multipurpose toilet in the south building. We also replaced the student support window and library entrance doors with sliding doors. Further, we repaired the automatic doors and slopes at the student entrance. We also installed new handrails and slopes at various locations. Each of these steps was done with disabled individuals in mind. We also changed the toilets in the men's restroom to western-style toilets, improving convenience.	(Achievement Level of Mid-term Plans) We considered the universal design when we renovated the buildings. We proceeded repair works under considering students with disabilities such as installing a new multipurpose toilet in the south building in FY2017, replacing the entrance doors of student affairs division and the University Library with sliding doors. We achieved the plan as written.	A	A
H	In order to ensure safe and secure campus life for students, as well as to respond to occurrence of disasters, manage and maintain the University buildings and facilities in good conditions at all times.		206 FCL	(Summary of Implementation Status from FY 2012 to FY 2016) In addition to check the condition of facilities by implementing periodical checks on external walls, ceiling, fire detecting devices, and evacuation facilities, etc. were conducted, we conducted repair work on the facilities which required urgent repair work as needed. Further, we conducted the repair work which was scheduled to be conducted for each fiscal year. (FY 2017 Implementation Status) Based on the result of periodic and regular maintenance checks of facilities, we implemented the replacement of the permanent power supply and automatic fire alarm system in order to maintain functions and performance of the systems necessary in a time of disaster.	(Achievement Level of Mid-term Plans) We conduct systematic repair works and other repair works as urgent. We achieved the plan as written.	B	B
		H Taking into consideration the results of regular inspections and daily safety patrols, conduct repair and maintenance of the facilities so that their fundamental functions and performance can be preserved even during disasters, etc.					
		Based on the long-term maintenance plans, control maintenance in a well-planned and effective manner.	207 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) In order to secure safe and comfortable campus life and to respond to disasters, maintenance works were conducted in accordance with the long-term facility maintenance plans. - FY2012: Repair work on fire shields FY2013: Repair work on gas plumbing FY2015: Renewal of the voltage converter(s) - FY2016 Repair work on facilities related to fire-alarm apparatus, Renewal of the broadcasting facilities Repair work on external walls of the woodworking room Other than these above, we constructed In order to improve the educational environment and maintain the local environment, new facilities were constructed and repair work was conducted. FY2012: Removal of the water-purifier tank and sewage plumbing work FY2014: Installation of air-conditioners (in the exercise rooms, etc.) FY2016: Renewals of air-conditioners (north building) Removal of the single sewage-purifier tank and installation of the combined sewage-purifier tank (student dormitory)	(Achievement Level of Mid-term Plans) In order to secure safe and comfortable campus life and to respond to disasters, maintenance works were conducted in accordance with the long-term facility maintenance plans. As such, the plans were largely achieved.		

					(FY 2017 Implementation Status) In order to secure safe and comfortable campus life and to respond to disasters, maintenance works were conducted in accordance with the long-term facility maintenance plans. Further, as we detected the damage on the floor in the gym and repair work was conducted in accordance with the notification by MEXT. In order to improve the educational environment, air-conditioners were renewed. In order to improve the hygienic environment, air-conditioners were installed in the cafeteria kitchen and repair work on the dormitory kitchen staff room was conducted.			B	B
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3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION															
					Status of Achievement and Reasons								Evaluation							
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness		MID-TERM	A		B		C		D		MID-TERM	ANNUAL					
	4. Specific Measures for Achievement of Important Goals regarding Other Business Operation		4. Specific Measures for Achievement of Important Goals regarding Other Business Operation		ANNUAL	A		B		C		D								
	(3) Measures for achievement of goals regarding healthcare and safety management		(3) Measures for achievement of goals regarding healthcare and safety management		MID-TERM	A	1	B	10	C	1	D	0							
					ANNUAL	A	1	B	10	C	1	D	0							
	A-1		Improve a safety and health management system for maintenance and promotion of mental and physical health of students, faculty and administrative staff.				208 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) Based on the related law, a health manager was appointed. The Health Committee has had a meeting once a year since FY2014to promote personnel's health management. Further, a total of three AEDs were installed on campus with one more AED additionally installed.								(Achievement Level of Mid-term Plans) As we have worked to develop the system to promote personnel health such as starting the stress-check in FY2016, the plans were achieved as written.				
								(FY 2017 Implementation Status) (a) Based on regulations, health management staff was dispatched. (b) Email was sent to persuade university members to take health checkup. Kenko Dayori was used of hygienic education. And it resulted to increase the checkup attendance ratio. Moreover, new AED was installed. The total number of AEDs on-campus became three. (c) The stress-check scheme was conducted a form of effort taken by the university aiming at preventing bad condition of mental state.												
A-1		(a) Based on the content of relevant laws, including the Industrial Safety and Health Law, continue to properly assign qualified health management staff and health promoters. (b) Under the guidance of an occupational physician, utilize the Health Committee, etc. to clarify the issues and promote health education for faculty and staff members., etc. (c) As part of mental health promotion measures, conduct stress checks for faculty and staff members.																		
	(a) Based on the content of relevant laws, the Health Committee shall promote comprehensive safety and health measures through proper assignment of qualified health management staff and thorough safety education for faculty and administrative personnel. (b) Carry out radiation monitoring on a regular basis.																			
							</													

A-2	Conduct periodical health checkups for all students, faculty and administrative personnel.		210 GAS SHWS	(Summary of Implementation Status from FY 2012 to FY 2016) All the faculty and administrative staff members were strongly encouraged to undergo the periodical health checkup. - Ratio of personnel undergoing the checkup <table><tr><td></td><td>Implemented</td><td>Medical Examination Ratio</td></tr><tr><td>FY2012</td><td>2days in September</td><td>90.3%</td></tr><tr><td>FY2013</td><td>2days in November</td><td>94.9%</td></tr><tr><td>FY2014</td><td>2days in September</td><td>87.2%</td></tr><tr><td>FY2015</td><td>2days in September</td><td>93.6%</td></tr><tr><td>FY2016</td><td>2days in October</td><td>97.3%</td></tr></table> All students were strongly encouraged to undergo the periodical health checkup. - Ratio of students undergoing the checkup <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>79.5%</td><td>78.1%</td><td>74.2%</td><td>83.1%</td><td>79.9%</td></tr></table>		Implemented	Medical Examination Ratio	FY2012	2days in September	90.3%	FY2013	2days in November	94.9%	FY2014	2days in September	87.2%	FY2015	2days in September	93.6%	FY2016	2days in October	97.3%	FY2012	FY2013	FY2014	FY2015	FY2016	79.5%	78.1%	74.2%	83.1%	79.9%	(Achievement Level of Mid-term Plans) Though we have strongly encourage people to undergo health checkups, it is difficult to have the ratio of those undergoing the health checkup at 100%. As such, the plans were not achieved.		
	Implemented	Medical Examination Ratio																																	
FY2012	2days in September	90.3%																																	
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79.5%	78.1%	74.2%	83.1%	79.9%																															
A-2	Make efforts to have 100% of students, faculty and administrative personnel undergo periodic medical checkups by raising their health awareness.			(FY 2017 Implementation Status) We made efforts to have all faculty, staff, and students undergo the health checkup by strongly encouraging them by sending emails, etc. As a result, the ratio of those who underwent the health checkup was higher than that of the previous year. - The University of Aizu Faculty and Administrative Personnel Medical Examination Ratio 96.8% (Two days in October) - The University of Aizu Student Medical Examination Ratio (Two days in April) 75.6%		C	C																												
	Make efforts to have all students, faculty and administrative personnel undergo periodic medical checkups.	211 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) Students were informed of the schedule of the health checkups via e-mail and at the orientation meetings. For those who were absent on the checkup day, extra days were set. - Student Medical Examination Ratio <table><tr><td>FY2012</td><td>FY2013</td><td>FY2014</td><td>FY2015</td><td>FY2016</td></tr><tr><td>98.5%</td><td>99.7%</td><td>99.1%</td><td>96.0%</td><td>98.5%</td></tr></table> The ratio among faculty and administrative personnel has been, throughout the four years, 100%. (FY 2017 Implementation Status) - Student Medical Examination Ratio 98.4% (except those on long leave of absence 99.1%) - Faculty and Administrative Staff Medical Examination Ratio 100%	FY2012	FY2013	FY2014	FY2015	FY2016	98.5%	99.7%	99.1%	96.0%	98.5%	(Achievement Level of Mid-term Plans) As we have maintained the high ratio of those undergoing the health checkup, the plans have been largely achieved.																				
FY2012	FY2013	FY2014	FY2015	FY2016																															
98.5%	99.7%	99.1%	96.0%	98.5%																															
A-3	Help students, faculty and administrative staff manage their mental and physical health through provision of instructions from and/or interviews with a counselor in a timely manner. Also, discuss improvement of a counseling system (such as employment of a full-time nurse and counselor).		212 SHWS	(Summary of Implementation Status from FY 2012 to FY 2016) We have put our efforts into creating a user-friendly environment in the Nurse's Room and Student Consultation Room. Necessary information was shared among staff in charge in order to provide effective consultation.	(Achievement Level of Mid-term Plans) The plans have been implemented as written.	B	B																												

		A-3	(a) Create a student-friendly environment in the Counseling Office and Nurse's Office so that they can visit these offices without hesitation. (b) Operate the Nurse's Office, giving priority to the days when physical activity courses and University events are planned. (c) Deliberate on an effective counseling system. (d) Leverage the health management function of the Academic Administration System.		(FY 2017 Implementation Status) (a) Since privacy policy on role and secrecy of the Nurse's Room and Student Consultation Room was explained upon student guidance, etc. we have put our efforts on creating environment which students feel easy to access these rooms. (b) In order to accommodate gymnastic classes, university events, and other student activities, the Nurse's room was opened. (c) Information on student's use circumstance and content of consultation, etc. were shared among relevant individuals for developing effective consultation system. (d) So that students can manage themselves on health management function on the academic affairs system, proactive use of the function was announced.			B	B
			(a) For prevention of thefts, damage to property, accidents, etc. on campus, conduct inspection of various facilities and security patrols on campus. (b) In the event of incidents and accidents, identify causes, etc. and take necessary countermeasures.	213 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We have put our efforts on creating environment which students feel easy to access these rooms. Moreover, the four of student consultants and one counselor were assigned for personal instructions and mutual collaboration were done as well as appropriate conduct of consultations and instructions. In April, information on Student Counseling Room and Nurse's Office was provided. Implementing physiological examination and its self evaluation, detection of issues and consultation in early juncture were promoted. Moreover, information on students with frequent absences was shared in early juncture. We discussed about conducting one-on-one interview. We are continuously discussing about employing full-time nurse and student counseling counselor. In regards to faculty members and administrative personnel, a wide range of health-related information was emailed (FY 2017 Implementation Status) (a) Since privacy policy on role and secrecy of the Nurse's Room and Student Consultation Room was explained upon student guidance, etc. we have put our efforts on creating environment which students feel easy to access these rooms. (b) The four of student consultants and one counselor were assigned for personal instructions in early juncture and mutual collaboration were done as well as appropriate conduct of consultations and instructions. In regards to faculty members and administrative personnel, a wide range of health-related information was emailed. In April, information on Student Counseling Room and Nurse's Office was provided. Implementing physiological examination and its self evaluation, detection of issues and consultation in early juncture were promoted.	(Achievement Level of Mid-term Plans) The four of student consultants and one counselor were assigned for personal instructions in early juncture and mutual collaboration were done as well as appropriate conduct of consultations and instructions. We tried to detect student issues in early juncture. We are continuously discussing about employing full-time nurse and student counseling counselor. As such, the plans were largely achieved.		B	B
A-4	Maintain and enhance crime prevention and security systems inside and outside the buildings.			214 FCL	(Summary of Implementation Status from FY 2012 to FY 2016) We had three guards in both day and night shifts on campus. Based on the Guard's Daily Report, when there were any items that we should have been able to improve, we gave instructions as needed. At the Administrative Office and security staff's Room, information was exchanged. For preventing accidents and crimes in advance, the crime prevention and security system was promoted.	(Achievement Level of Mid-term Plans) As we have enhanced, sharing necessary information with the contracted staff at the security office, the plans have been achieved as written.		B	B

		A-4 In the event of theft/damage/accidents on campus, promptly take appropriate measures. In addition, for prevention of these incidents, enhance the crime prevention and security systems through review and improvement of manuals for inspection of facilities and security patrol on campus, whenever necessary.		(FY 2017 Implementation Status) In order to prevent incidents and accidents, we had a daily reporting meeting and a biweekly meeting for close communication with the contractor. Further, we additionally placed device to slow down vehicle speed on the campus road in an effort to prevent accidents. We enhanced the crime prevention/security system by maintaining the periodic patrol in the facilities by the security guards and implementing self-checks by the corporate employees by the due method.					
		(a) For prevention of thefts, damage to property, accidents, etc. on campus, conduct inspection of various facilities and security patrols on campus. (b) In the event of incidents and accidents, identify causes, etc. and take necessary countermeasures.	215 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) For preventing accidents and incidents, regular patrol was implemented inside/outside the buildings by guards. Security camera was used. Guard system was maintained. At the entrance hall of the gymnasium, a signage of "Security Cameras in Operation" was installed. Continuously we worked on taking countermeasures against preventing suspicious individuals. In FY2016, in cooperation with the local police station, we installed a security camera at the student dorm in order to detect prowlers as soon as possible.	(Achievement Level of Mid-term Plans) Aiming at prevention of crimes and accidents, the periodic patrol was implanted with the security cameras in operation in an effort to maintain the due crime prevention/security system. As such the plans were largely achieved.			B	B
				(FY 2017 Implementation Status) (a) For preventing accidents and incidents, regular patrol was implemented inside/outside the buildings by guards. Security cameras were used. The security guard system was maintained. At the entrance hall of the gymnasium, a signage of "Security Cameras in Operation" was installed. Continuously we worked on taking countermeasures against preventing suspicious individuals. (b) Moreover, police station in charge of the university offered cooperation for installing new security cameras in the student dormitory in order to detect detect prowlers as soon as possible.				B	B
A-5	For the purpose of raising awareness of students, faculty and administrative personnel, etc. in regard to safety and disaster prevention, conduct training programs regarding action plans in the event of disasters, and disaster drills based on University's disaster prevention measure manuals.		216 GAS	(Summary of Implementation Status from FY 2012 to FY 2016) Every fiscal year, fire drill has been implemented for all students, faculty members, and staff with officers from the Aizu Wakamatsu Fire Station attended. Moreover, AED training sessions were conducted once a year in FY2012, 2013 and 2016, and twice a year in FY2014 and 2015.	(Achievement Level of Mid-term Plans) As the fire-fighting drill has been implemented for all students, faculty and administrative staff members on campus, the plans have been achieved as written.				
		A-5 Conduct efficient fire and disaster drills to improve the emergency system in the event of disasters, and to increase individuals' awareness of disaster prevention. In addition, organize workshops on AED operation for lifesaving.		(FY 2017 Implementation Status) In order to increase awareness of fire prevention in the university, on November 14, fire and disaster prevention drill was implemented for all students, faculty members, and staff. AED training session was implemented.				B	B
		(a) Conduct efficient fire drills in order to develop a system to handle things at the time of disaster and to increase awareness of disaster prevention on campus.	217 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Once a year, fire and disaster prevention drill has been implemented for faculty and staff members, and students, aiming at increasing awareness of disaster prevention and establishment of disaster prevention system upon emergency cases when an earthquake or fire occurs. In FY2016, in order to call 119 appropriately upon emergency cases, the 119-call manual was newly created. The manual was installed in the cafeteria, assistant's office of the Department of Food and Nutrition Sciences, administrative office, and security office.	(Achievement Level of Mid-term Plans) The fire and disaster prevention drill was implemented for students, faculty and staff members in each year. In order to get ready for emergency such as cases of occurrence of large scale disaster and/or J-alert emergency information released, we formulated the manual for responding to disasters and distributed it to all students, faculty and staff members to make it known. Further, "How to respond to an earthquake" was printed and posted on campus. We also created and distributed Pocket-sized Action Manual to students to encourage them to have it at all times for use in the event that they face earthquake disasters off campus. As such, the plans were achieved excellently.				

					(FY 2017 Implementation Status) In June fire and disaster prevention drill was implemented for students, faculty and staff members, aiming at increasing awareness of disaster prevention and establishment of disaster prevention system upon emergency cases when an earthquake or fire occurs. In order to get ready for emergency such as cases of occurrence of large scale disaster and/or J-alert emergency information released, we formulated the manual for responding to disasters. This manual includes what student, faculty and administrative staff members should do respectively in the event of a disaster and was distributed to all of them to make it known. Further, “How to respond to an earthquake” was printed and posted on campus such as on the walls of classrooms, exercise rooms and elevators. We also created and distributed Pocket-sized Action Manual to students to encourage them to have it at all times for use in the event that they face earthquake disasters off campus.		A	A
B	To respond to requests for use of the University facilities (Athletic Field and Gymnasium, in particular) as emergency evacuation areas for local citizens, and for provision of relief activities in the event of large-scale disasters, such as earthquakes, manage and maintain the facilities in good conditions at all times. Also, through opening of the University facilities on a regular basis, create an environment in which local residents and others do not hesitate to evacuate to the University at the time of disaster.		218 FCL	(Summary of Implementation Status from FY 2012 to FY 2016) We regularly checked the status of the evacuation site (the athletic field and gymnasium) and the heliport (the ground). Maintenance management was implemented so that these places can be used in anytime. Moreover, management on the park and walk path were conducted so that we facilitate an environment which is accessible for local residents.	(Achievement Level of Mid-term Plans) In order to be used as evacuation sites, maintenance and management was conducted. By doing so, we have put our effort on creating an environment where local residents feel easy to evacuate. Therefore, the plan was realized.		B	B
		B	Continue to monitor the usability of "evacuation sites (athletic field and gymnasium)" and "heliport (athletic field)." Conduct adequate repairs/maintenance on them whenever necessary. Further, open the park and walking trails, creating an environment that is convenient for local residents, etc. to use as an evacuation area during disasters.	(FY 2017 Implementation Status) We made efforts to create an environment like facilities accessible for local residents as the evacuation site (the athletic field and gymnasium) and the heliport (the ground) in the event of a disaster. Also, as for the disaster storehouse, we cooperated to make passages by maintaining green spaces and shoveling snow in order to contribute to appropriate management by prefecture.				
		(b-1) Properly maintain and manage the athletic field and green zone on campus designated as "emergency evacuation sites" by Aizu-Wakamatsu City. (b-2) Continue opening the College facilities to the public.	219 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) We frequently checked the green yards and ground which are designated as evacuation site, and maintenance and management were conducted. The new signage of “Evacuation Site” was installed in the entrance of the ground as a part of efforts to create an environment where local residents are easy to evacuate. For Okuma Junior High School, the gymnasium and ground were opened and facilities were partially opened.	(Achievement Level of Mid-term Plans) We have put our effort on creating an environment where local residents feel easy to evacuate. Therefore, the plan was achieved as its original.			
				(FY 2017 Implementation Status) (b-1) We checked the ground and green belt designated as the evacuation site regularly. Additionally, we made efforts to create an environment where local residents are easy to evacuate, such as weeding and lawn mowing maintenance. (b-2) The library and the ground was opened to the public continuously. For Okuma Junior High School we put priority in supporting them in order to enrich their educational environment.			B	B

3. Evaluation by Item

MID-TERM PLAN		FY 2017 ANNUAL PLAN		(Administrative Responsibility)	SELF-EVALUATION																		
					Status of Achievement and Reasons								Evaluation										
Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness	Item	III Measures to be Taken to Achieve Goals regarding Improvement of Administrative Operation and Effectiveness		MID-TERM	A		B		C		D		MID-TERM	ANNUAL								
	4. Specific Measures for Achievement of Important Goals regarding Other Business Operation		4. Specific Measures for Achievement of Important Goals regarding Other Business Operation		ANNUAL	A		B		C		D											
	(4) Measures for achievement of goals for maintenance and utilization of communication infrastructure		(4) Measures for achievement of goals for maintenance and utilization of communication infrastructure		MID-TERM	A	1	B	5	C	0	D	0										
					ANNUAL	A	2	B	4	C	0	D	0										
A	Through construction of a network system which can respond to advancement of information technology on a constant basis, maintain and improve the IT environment, so that it can serve as a backbone of the University operation.			220 ISTC		(Summary of Implementation Status from FY 2012 to FY 2016) Starting from AY2012, the calculation system 1, 2, and 3 were updated every year. In the update of the computer system in April AY 2017, we provided various educational and research environments such as introduction of Windows terminal to the laboratory, use of dedicated software on remote OS of the server from windows environment. Including installation of new OS upon update of calculation machines, educational software was updated to the latest version with secure security. Environment for education and research was continuously brushed up for continuous provision of latest services.								(Achievement Level of Mid-term Plans) Based on advancement of information technology, we are discussing about facilitation policy of educational/research environment. In particular, base of ICT environment was updated with virtual technology. Including more efficient conduct of ICT use, adaptability of educational/research environment was promoted. Therefore, the mid-term plan was almost fulfilled.									
		A	Investigate and propose an ideal shape of the ICT environment under the latest trends of information technologies, which is a operational foundation of the University. Systematically promote the development of the computing environment and software needed to create that ICT environment.			(FY 2017 Implementation Status) By the updating of the calculation system 2 in April AY 2017, we conducted to improve fault tolerance, efficiency of system operation, energy saving through virtualizing main servers By the updating of the calculation system 3 in October AY 2017, we made a progress in realization of high speed by updating terminal in room 5・6, iLab 1・2, CALL 1・2. We could also improve the system operation efficiency by virtualization of terminal environment. In addition to developing a more secure and stable software environment that fits the university's system environment as well as a more up-to-date software environment, we also applied software environment to a new computer system environment.																B	B
			Stably operate the current information platform and discuss effective use of the existing information service resources not in full use in the current system. Further, discuss how to improve the College's ICT environment.	221 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) In order to cope with the spread of various mobile terminals, wireless LAN for the entire campus and cloud-service environment available from various terminals for Gmail, Google Drive, Google Classroom, and Google Form were installed when we updated systems in AY 2013. These efforts enhanced educational/research environment. Flexible handling was also offered to changes on IT infrastructure due to establishment of the Department of Early Childhood Education. Putting next generation IT infrastructure in our perspective, information was searched and discussion has been going well.								(Achievement Level of Mid-term Plans) We are well coordinating IT base of university operation. Therefore, the mid-term plan was fulfilled									

					(FY 2017 Implementation Status) (1) Under firm collaboration with the system contractor, the network, server, and various information devices were stably operated continuously. (2) Keep on providing Google Apps for Education services that can be used in/out campus as well as making a decision to provide Office 365 services from next year as part of the next system so that students can use Microsoft Office in/out campus to improve the learning environment of the students. (3) In order to facilitate ICT utilization education, we examined a method using a certificate as a wireless LAN system authentication method, but we decided to consider the cost performance and continue to use the same ID / password method as the current situation		B	B
B	Concerning administrative operation of the on-campus network systems, maintain and improve the security measures to ensure stability and safety.		222 ISTC	(Summary of Implementation Status from FY 2012 to FY 2016) The next-generation firewall was installed as the security enhancement against outside along with updating next generation network system in FY 2014. In December 2015, we referred operational examples of other universities. Based on that, we changed the fire wall policy for improvement of network safety. In November 2016, aiming at security enhancement for updating next generation network system, as a trial, a survey was conducted on unauthorized access from wireless LAN and internal network, security threat from devices which had affected unknowingly.	(Achievement Level of Mid-term Plans)	The next-generation firewall was installed. A certain transmission was limited step by step in 2015. In 2016, devices installed in labs were allowed for approval-based external connection in 2016. We did these efforts for securing safety in a systematic manner. In order to update the network system of the next term, we summarized the requirements for providing the network environment for security-ensured education and research. Based on device management of calculation machine system, strict management of password and use of security patch were implemented so as to maintain security at a high state. Therefore, the mid-term plan was exceeded.	A	A
	B	Concerning daily administrative operation of the network systems, carry out close liaison and coordination with sections concerned, maintain and enhance security of the network systems. Also, conduct research on the latest trend by participating in training programs and workshops in order to figure out the directions of information security.		(FY 2017 Implementation Status) We carried out the latest information collection and trend survey about security measures, operation system, etc. necessary for updating the network system in FY 2020 and consider how computers should work as computer system. In the network system specification examination working group, we confirmed the equipment and performance of the next generation firewall for security reinforcement. Also we confirmed the service contents and effectiveness of the security monitoring service as well as evaluating products by trial operation of security countermeasure equipment etc. In addition, we examined band enhancement in FY 2020 for external connection lines which are important in education and research.				
		Ensure stable operation of the on-campus systems, prevention of information leakage and proper operation of computer resources, such as software, and raise faculty, staff and students' security awareness. In parallel with ensuring the security, discuss how to compile highly reusable and retrievable information resources.	223 JCD	(Summary of Implementation Status from FY 2012 to FY 2016) Upon system update in FY 2013, for stable use of internal network, various security measures were implemented such as reviewing network monitoring service and input of entrance examination data in AY2014, training for targeted-email-attack in FY2016 (for teachers and staff). We also implemented various security measures as technical, operational and human resources.	(Achievement Level of Mid-term Plans)	Other than we have looked over and carried out each security measures, we are making efforts to keep and upgrade the measures. Therefore, we have mostly achieved the plan.		
				(FY 2017 Implementation Status) As usual, computer guidance was held for new students, faculty members, and administrative staff. Through the session, we reminded them of appropriate use of internal system and awareness of security issues. Furthermore, we made every effort to prevent information leakage through bringing all faculty members attention when security incidents occur at other universities etc. All faculty and staff members submitted the software use report for appropriate operation of software resources and making sure that all of them are aware of that.			B	B

C	Enhance stocks of books and other materials in electronic format at the University Library. In addition, while implementing orientations and workshops, improve the environment for usage of the Library by reorganizing displays, etc., in order to provide better services to users.		224 ISTC	(Summary of Implementation Status from FY 2012 to FY 2016) Mainly featuring technical books and journals related to computer science and engineering, we enriched our collection. For obtaining the latest research achievements promptly, electrical journals and databases were provided. Orientations and trainings were implemented every year. In-house exhibits were arranged creatively. Regular shelves for books with useful titles for job hunting and thesis writing and those for language learning-related books were placed in FY2015 and FY2016 respectively.	(Achievement Level of Mid-term Plans) We improved the library material including electronic material useful for content of teaching at our university, implemented orientation meetings and training session to promote the use of our library and theme exhibitions. Further, we strove to improve the user environment. As such the medium-term plans were achieved.		
	C Enhance stocks of books and other library materials based on requests from faculty members and students. Also, reorganize displays in the Library with ingenuity, and implement Library Workshops, etc. for the purpose of providing a more user-friendly environment.			(FY 2017 Implementation Status) - Requests from students and faculty members were accepted as needed and accommodated by purchasing requested library material. - In order to promote use of library material and databases, theme exhibits and training session were implemented. - The user environment was improved to make the AV rooms available for group use. - We strove to improve user-friendliness by opening the library on Sundays during examination periods. - We attempted to improve user-friendliness by increasing the areas where PCs possessed by individuals are usable on the second floor of the library, taking consideration into the situation that the increasing number of students has used their own laptops.		B	B
	In order to help deepen students' interest in the library, proactively and effectively transmit library information while enhancing stocks of books and other materials in electronic format, holding library orientation, and reorganizing bookshelf layouts.	225 JCD		(Summary of Implementation Status from FY 2012 to FY 2016) We strove to improve library material by responding to requests from students, faculty and administrative staff members. We promoted the use of the library by explaining the importance of the library in the orientation meetings for freshmen, and spread information useful for users including newly arrival of books via e-mail and bulletin boards. We issued user IDs to external users including students from Okuma Junior High School.	(Achievement Level of Mid-term Plans) We proactively made adjustments of books on the shelves and conduct collection management, even though our library has only a small space. Further, in order to promote the use of the library, we organized orientation meetings and made efforts to spread information of the library via e-mail and the bulletin boards. As such, the plans were largely achieved.		
				(FY 2017 Implementation Status) We strove to improve library material by responding to requests from students, faculty and administrative staff members and to spread information on the library in a user-friendly manner. We also promoted the use of the library by explaining the importance of the library in the orientation meetings for freshmen. We were responsible for organizing the training workshop for staff of the member libraries of Fukushima Library Association. In that workshop, our faculty members provided useful methods and ideas for library staff to attract users to the library and books, including how to create posters.		B	A

Chapter 4-1 Budget (including personnel expense estimates,) income and expenditure plan, and financial plan)

* attached sheets

Chapter 4-2 Situations regarding short-term loans

Mid-term Plan	Plan for FY2017	Result
Short-term Loan Limit (1) Limit: 800,000,000 yen (2) Assumed reasons for loans: It is assumed that the University may need to obtain loans in order to cover expenditures that are urgently required due to delay in receipt of operational subsidies from the Prefectural Government or occurrence of accidents, etc.	Short-term Loan Limit (1) Limit: 800,000,000 yen (2) Assumed reasons for loans: It is assumed that the University may need to obtain loans in order to cover expenditures that are urgently required due to delay in receipt of operational subsidies from the Prefectural Government or occurrence of accidents, etc.	None

Chapter 4-3 Plans to transfer valuable property or offer valuable property as collateral

Mid-term Plan	Plan for FY2017	Result
None	None	None

Chapter 4-4 Use of Surplus

Mid-term Plan	Plan for FY2017	Result
If there is surplus after the settlement of accounts, the surplus will be used for improvement in the quality of education and research, and improvement of organizational operation, facilities and equipment.	If there is surplus after the settlement of accounts, the surplus will be used for improvement in the quality of education and research, and improvement of organizational operation, facilities and equipment.	Accepting the approval from the prefecture, it will be transferred to the reserve fund for increase of education and research, and improvement of organizational operation.

Chapter 4-5 Matters related to business operation provided for in Prefectural rulings
(1) Plans regarding facilities and equipment

Mid-term Plan	Plan for FY2017			Result		
(1) Plans regarding facilities and equipment ｱ Taking into account the long-term maintenance plans, decide on plans regarding facilities and equipment in the budget-making process for each fiscal year. ㄨ Create a development plan to establish the “University of Aizu Revitalization Center.”	Plans regarding facilities and equipment	Estimated Cost (unit: million yen)	Resource	Plans regarding facilities and equipment	Result (unit: million yen)	Resource
	(UoA) Waterproofing repair work for rooftop of the Research Quadrangles South Wing, and other works (JCD) Repair work of outer wall, etc. of the Gymnasium, and other works (UoA) Replacement work of the Uninterruptible Power System (UPS) at the Research Quadrangles (JCD) Replacement work of the existing air-conditioning facilities of the South Building	145 290	operational subsidies reserved fund	(UoA) Waterproofing repair work for rooftop of the Research Quadrangles South Wing, and other works (JCD) Repair work of outer wall, etc. of the Gymnasium, and other works (UoA) Replacement work of the Uninterruptible Power System (UPS) and the Protection Relay (JCD) Replacement work of the existing air-conditioning facilities of the South Building	144 154	operational subsidies reserved fund

○ Status of implementation

According to the long-term maintenance plans, the work was implemented with FY 2017 budget.

Chapter 4-5 Matters related to business operation provided for in Prefectural rulings
(2) Plans regarding personnel affairs

Mid-term Plan	Plan for FY2017	Result
1. Employ internationally-recognized excellent scholars from inside and outside Japan through proactive recruiting activities based on the principle of open application. 2. Employ individuals who have specialized knowledge and skills as administrative staff of the Corporation.	Plans regarding personnel affairs 1. Employ internationally-recognized excellent scholars from inside and outside Japan through proactive recruiting activities based on the principle of open application. 2. Employ individuals who have specialized knowledge and skills as administrative staff of the Corporation.	1. Employment of faculty members Five (three foreign nationals and three Japanese) 2. Employment of staff members by the university corporation Three staff members

Chapter 4-5 Matters related to business operation provided for in Prefectural rulings
(3) Plans regarding use of reserve funds

Mid-term Plan	Plan for FY2017	Result
Reserve funds of the balance carried forward from the previous term of the Mid-term Goals shall be used as; -Expenses for support for revitalization, and for its operating costs -Expenses for operation related to education and research	Reserve funds of the balance carried forward from the previous term of the Mid-term Goals shall be used as; -Expenses for support for revitalization, and for its operating costs -Expenses for operation related to education and research	Reserve funds was used for operation related to education and research and revitalization; (UoA) Replacement work of the Uninterruptible Power System (UPS) and the Protection Relay (JCD) Replacement work of the existing air-conditioning facilities of the South Building Resource: Reserve funds Implemented: 160million yen

(Separate Sheet) Admission Capacity

Division/Department	Capacity	Number of Student	Fulfillment rate
The University	(a)	(b)	$(b)/(a) \times 100$ (%)
Undergraduate School of Computer Science and Engineering	960	1, 040	108. 3
Undergraduate Total	960	1, 040	108. 3
Graduate Department of Computer and Information Systems (Master's Program)	200	149	74. 5
Graduate Department of Information and Information Systems (Master's Program)	40	9	22. 5
Master's Program Total	240	158	65. 8

The Junior College Division			
Department of Industrial Information Science	120	137	114. 2
	80	84	105. 0
Department of Food and Nutrition Science	100	100	100. 0
Department of Early Childhood Education			
Department of Social Welfare Sciences (Stopped accepting applicants in March 31, 2016) (Discontinued in March 31, 2017)			
Total	300	321	107. 0

Division/Department	Capacity	Number of Student	Fulfillment rate
Graduate Department of Computer and Information Systems (Doctoral Program)	(a) (人) 30	(b) 37	$(b)/(a) \times 100$ (%) 123. 3
Doctoral Program Total	30	37	123. 3

The numbers as of May 1, 2016