

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

The University of Occupational and Environmental Health, Japan



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Fukuoka, Japan
<b>Accreditation Status</b>	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

## **Certified Evaluation and Accreditation Results for the University of Occupational and Environmental Health, Japan**

### **Notable Strengths**

#### *Education and research organization*

- It is commendable that the purpose of the University of Occupational and Environmental Health (hereafter, the University) is fulfilled through maintaining an active research institute that is constantly conducting education and research activities. The Institute of Industrial Ecological Sciences has been designated as a World Health Organization (WHO) Collaborating Center since 1988, and has achieved satisfactory results by hosting international group training courses concerning occupational medicine on behalf of the International Cooperation Agency. In addition, it has accepted occupational medicine graduate students from Asian countries.

#### *Educational content, methods, and outcome*

- It is commendable that, as a result of education programs it has offered, the University has produced a great number of occupational physicians and physicians who work in hospitals dealing with occupational accidents and diseases. In the School of Medicine, a yearly survey asks each graduate whether they work in the area of occupational medicine and health. Through this survey, the University measures how much its education accomplishes its mission and purpose.

#### *Social cooperation and contribution*

- It is commendable that the University has fulfilled its purpose through social contributions and collaborations, has fulfilled the purpose of the University. The University is actively engaged in issues of occupational medicine and health on a national scale. For example, extending its social contribution beyond its local area, the University undertook medical support of the workers of the disabled Fukushima Nuclear Power Plant and the people in the Tohoku region immediately following the Great East Japan Earthquake, and its support continues today. Also, the University has promoted the international exchange of specialists of occupational medicine and health. For example, as a WHO Collaborating Center, the University has been involved in the international action plan on the issue of asbestos, has hosted international Group Training Courses concerning occupational medicine and health on behalf of the International Cooperation Agency, and accepted graduate students of occupational medicine from Asian countries.

### **Suggestions for Improvement**

#### *Mission and purpose*

- The purpose of education and research, including the cultivation of persons of talent for each school and department, is not clearly defined in the regulations of the University. This situation should be improved. While the founding purpose of the University is comprehensive and unique, including broad perspectives, the “mission” is not clear enough to determine its appropriateness in the light of the current situation of occupational medicine and health, as well as in relation to the content of education and research currently offered by the University. The

University should constantly self-study its education to determine whether it is still relevant, and actively remind the students and members of the public of the results of such a self-study. The University should make its education and research reflective of its mission and purposes.

*Faculty and faculty organization*

- In each school and graduate school, the criteria for hiring, ranking, and promotion are not defined. This should be improved.
- In the School of Medicine, the systematic effort to improve the quality of teaching staff is not sufficient. Further efforts, such as active faculty development activities, should be undertaken to maintain and improve the quality of teaching staff.

*Educational content, methods, and outcome*

- Degree-granting policies have not been formulated in each of the University's schools or graduate schools. These policies should be formulated and made public. Also, the basic philosophies on educational content and methods are not stated. This should be improved.
- Although the results of faculty's teaching evaluations by students are disclosed to students and the faculty, efforts to inform students, to develop systems to examine the results, and to formulate plans for improvement are not sufficient. These points should be improved.
- The maximum number of yearly credits students can register for has not been set in the Program of Occupational and Environmental Management in the School of Health Science. This should be improved in accordance with the purpose of having a credit system.
- In the syllabus of the Graduate School of Medical Science, the contents are not sufficient. The information needed to prepare for specific classes, the purpose of specific classes, the attainment of objectives, the content of individual classes, and the methods of instruction and evaluation are not stated. Furthermore, the year-long schedule is not included. This should be improved.
- In the Graduate School of Medical Science, the criteria for examining degree-seeking theses and dissertations have not been clearly stipulated. This should be improved by clearly stating the criteria in the student handbook.
- In the Graduate School of Medical Science, some students complete all requirements except the dissertation, and leave the university before completing their dissertation requirement within the time limit set by the university. Later, when these students submit their dissertations, they are granted doctoral degrees in the same manner as those students continuously enrolled even though they do not have enrollment status. This is not an appropriate use of the system. The criteria for granting doctoral degrees should be reconsidered, and in accordance with the purpose of course-based doctoral programs, measures should also be taken to ensure degree completion within the required time frame.

*Student support*

- Regulations to prevent harassment have not been stipulated, and students, faculty members, and administration staff are not well-informed about the preventative measures or procedures to deal with this issue. The University should improve its support system.

*Administration and finance*

- The mid-term plan has been formulated, but its progress has not been assessed systematically. In addition, there is a perception gap among teaching and administration staff. Thus, it is hard to conclude that the plan has been implemented properly. Hereafter, the University should restructure its administrative operation so that it can support and manage the academic institution beyond the borders of the educational corporation and the academic units by sharing the mid-term plan in tangible forms among teaching and administration staff.

**Area of Serious Concern***Educational content, methods, and outcome*

- In the Graduate School of Medical Science, a research guidance plan has not been formulated. This plan must be formulated so that the faculty can offer the appropriate research guidance and guidance for writing the degree thesis according to the plan.

*Internal quality assurance*

- The “University Organization Evaluation Committee” is not presently active, and while the “Management Organization Evaluation Committee” is supposed to internally assess the progress of the mid-term objectives and mid-term plan annually and conduct self-studies and evaluations regularly, the results have not been aggregated in an organized manner. For instance, while harassment issues have appeared often, university-wide preventative measures are still insufficient. Furthermore, the self-study and evaluation of the University relies mostly on the External Evaluation Committee, but the process to move from evaluation results to measurable improvements has not been established internally. Thus, it is difficult to conclude that the internal quality assurance system has been working properly at the University. Hereafter, the University must establish an internal quality assurance system by stipulating the necessary policies and regulations regarding internal quality assurance, and implement self-studies and evaluations with the cooperation of teaching and administration staff beyond the borders of the educational corporation and the academic units.