

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

St. Luke's International University



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

Certified Evaluation and Accreditation Results for St. Luke's International University

Overview

St. Luke's International University (hereafter, the University) has its roots in the High Grade Nurse Training School attached to St. Luke's International Hospital, which was established with the founding spirit of cultivating nursing professionals who engage in the professions of nursing and health care, as well as a purpose to educate leadership-quality nurses. The school then became a junior college which offered a three-year course before it became a nursing college, St. Luke's College of Nursing, in 1964. Since then, it has established a graduate school, and currently it consists of the College of Nursing and the Graduate School of Nursing Science. The University was renamed St. Luke's International University due to reorganization, and the University has developed its educational and research activities on its campus located in Chuo Ward, Tokyo.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the University has constantly conducted self-study regarding its mission and purposes, as well as the content of university activities in light of today's societal demands. All faculty and staff members have participated in the examination of future plans, through which various projects have been conceived and launched to meet societal changes, and such projects are carried out steadily. Notable achievements among these projects include: the establishment of thirteen advanced-practice courses that are aimed at educating advanced nurse practitioners; the enrichment of the library through the establishment of a liaison librarian system; and activities carried out by the "Research Center for Development of Nursing Practice" (renamed the Center for Research in 2014), which is aimed at putting into practice the idea of "People-Centered Care (PCC)" and sharing the fruits of the University's education and research. These are positive results of the University's efforts to make its self-study process functional and realize its mission and purposes. JUAA expects the University to develop further in the future by building on its constant efforts and reforms.

Notable Strengths

Faculty and Faculty Organization

- It is commendable that the University has implemented a program of quality improvement of faculty members based on the "Faculty Development and Staff Development Map (FDSD Map)," achieving various positive results. The FDSD Map, a framework developed by the University, conceptually systematizes faculty and staff development activities of nursing colleges, and identifies indicators of teaching ability developments, which are categorized according to their levels. The FDSD Committee associates the indicators with the faculty and staff development activities that are implemented throughout the year in a systematic manner, including during "FDSD Week" in August every year. The development of faculty and staff abilities in these systematic ways has had a strong impact on the University's realization of its mission and purposes, with substantive results manifested in the University's winning competitive external funding for research, new curriculum developments, identification of challenges the University faces, and University reorganization and reforms.

Educational Content, Methods, and Outcome

- It is commendable that the University has developed a curriculum that befits its degree-awarding policy that aims "to cultivate persons of talent who engage in

nursing practices and work for its transformations.” In particular, the University has established thirteen advanced-practice courses that are aimed at educating advanced nurse practitioners in the master’s program. Along with these courses, including a course concerning perianesthesia care, the University has implemented a series of educational programs, including Promotion Plan for the Platform of Human Resource Development for Cancer Care (a program to produce cancer care professionals), AA Science Platform Program (a project to improve health care of mothers and children in Tanzania), and Team Building Program (a program to foster the ability to build a team). These programs are carried out in association with the graduate school curriculum.

Educational and Research Environment

- It is commendable that the University has made constant efforts to develop its research environment through its library. In particular, its library has enriched the quality and quantity of its collections in book and digital form, and has also enriched its services such as by positioning persons who can assist users in education and research. For example, to make it possible to conduct wide searches of academic literature, the library has shifted from print to electric journals, when available. The library has employed thirteen different databases for academic literature. Moreover, it has introduced a “link resolver” system that quickly connects various literature information and that helps users find and have access to original sources quickly. In addition, certain librarians are appointed as “liaison librarians” within the library system. They offer consultations with the users, i.e., “Academic Literature Search Consulting” (these consultations require prior appointment), and they participate in educational and research activities.

Social Cooperation and Contribution

- It is commendable that the University has made efforts to contribute to society through the activities of the “Research Center for Development of Nursing Practice,” and these activities have triggered a chain of positive reactions and benefited other activities of the entire University. In particular, the center employs the notion of “People-Centered Care (PCC)” to explore and understand societal health care issues and trends globally and swiftly accumulate scientific data for these issues and trends from the perspective of nursing. It also made efforts for social cooperation and contribution with an aim to conduct research on the development of ways to offer nursing care in partnership with local citizens. The fruits of the University’s education and research have steadily been utilized in various ways in different sites of nursing practice, including direct service for local citizens, career development support of nursing professionals, international activities, and cooperation with non-governmental organizations. Furthermore, these activities are reviewed after their implementation, leading to further research developments.

Internal Quality Assurance

- It is commendable that the University’s internal quality assurance system is functional. In particular, the University has clearly defined the direction of the internal quality assurance system, and the standing “Self Evaluation Committee” takes responsibility for it. The University has established the plan-do-check-act (PDCA) cycle, and it has conducted self-studies by implementing external reviews of major initiatives and making the information available to the public. Moreover, taking advantage of its small size, the University has improved its self-study practice and made efforts to build a “system that involves all” by having all faculty

and staff members set their own goals and participate in the examination of future plans as a project for all to join. In this way, by combining the standing system of self-study with the system in which all faculty and staff members participate, the University has built a functional internal quality assurance system through which plans for improvements are constantly proposed and such plans are steadily carried out.