

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

Nagoya City University



Basic Information of the Institution	
Ownership: Public	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

Certified Evaluation and Accreditation Results for Nagoya City University

Overview

Nagoya City University (hereafter, the University) has a long history, originating in Nagoya School of Pharmacy, which was established in 1884, and Nagoya Municipal City Women's Higher Medical School, which was established in 1943. In 1950, Nagoya Women's Medical College and Nagoya Pharmaceutical College integrated to become Nagoya City University with the Medical School and the Faculty of Pharmaceutical Sciences. Currently, it is a comprehensive university with six undergraduate schools and faculties (the Medical School, the faculties of Pharmaceutical Sciences, and Economics, and the schools of Humanities and Social Sciences, Design and Architecture, and Nursing) as well as seven graduate schools (Medical Sciences, Pharmaceutical Sciences, Economics, Humanities and Social Sciences, Design and Architecture, Nursing, and Natural Sciences). The University has four campuses in the city of Nagoya, Aichi Prefecture, and in 2006, based on the Local Independent Administrative Agency Act, it became the Public University Corporation of Nagoya City University, whose founding organization is the city of Nagoya.

This is the first accreditation review by Japan University Accreditation Association (JUAA). Since its 2010 accreditation review by the National Institution for Academic Degrees and Quality Enhancement of Higher Education, the University has made efforts for quality assurance in its Second Term Medium-Term Goals and Medium-Term Plans through a basic policy of "Aiming to be the pride and love of all citizens of Nagoya." In 2014, in addition to reforming the "Rules on the Self-evaluation and Its Review Committee," the University rebuilt the Self-evaluation and Its Review Committee, which is led by the chairman and president, and established a university-wide system for its internal quality assurance.

To resolve a lack of qualified medical personnel to address the needs of a rapidly aging society, the University has implemented project-type learning and research through the "NAGOYAKA Model," a cooperative education model. This model is based on the interprofessional education collaboratively developed by the Medical School, the Graduate School of Medical Sciences, the Faculty of Pharmaceutical Sciences, the Graduate School of Pharmaceutical Sciences, the School of Nursing, and the Graduate School of Nursing that aims to nurture medical and welfare human talents who can work in the local community in cooperation with public institutions and other universities. It is commendable that these efforts not only contribute to local vitalization, but also nurture individuals pursuing medical careers in the community.

However, the University still has several issues to address, such as enrollment cap management in the Medical School, the Faculty of Pharmaceutical Sciences, and the Department of Psychology and Education in the School of Humanities and Social Sciences, and publicizing the contents of policies on degree award policy (diploma policy) and research instruction plans to students in the Graduate School of Pharmaceutical Sciences. JUAA hopes that the University will improve these issues.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University has not only contributed to local revitalization, but has also made efforts to nurture medical human talents in the community. For example, to resolve the lack of qualified medical personnel to address a rapidly aging society, has adopted the "NAGOYAKA Model," a cooperative education model. This model is based on the interprofessional

education collaboratively developed by the Medical School, the Graduate School of Medical Sciences, the Faculty of Pharmaceutical Sciences, the Graduate School of Pharmaceutical Sciences, the School of Nursing, and the Graduate School of Nursing that aims to nurture medical and welfare human talents who can work in the local community in cooperation with public institutions and other universities. In cooperation with public institutions and Nagoya City University Hospital, this model has student groups research medical welfare issues in rapidly aging communities in Naruko District in the city of Nagoya by visiting elderly households, finding assignments independently, and making efforts to implement and research improvement measures. Also, with students in both welfare and engineering majors joining the groups in cooperation with other universities in the city of Nagoya, the University cultivates comprehensive problem-solving skills, including building a home care and comprehensive care system.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The policy on degree award policy (diploma policy) in the doctoral program in the Graduate School of Pharmaceutical Sciences states only the requirements for completion, but does not state the required learning outcomes, such as knowledge and competencies for completion. This should be improved.
- In all the majors in the Graduate School of Pharmaceutical Sciences, students are not well informed concerning the plans for research guidance. This should be improved.

Enrollment

- In the Medical School, the ratio of enrolled students to the student enrollment cap is high at 1.02. This number should be improved.
- In the Department of Psychology and Education in the School of Humanities and Social Sciences, the ratio of transfer students to the transfer student admission cap is high at 1.50. This number should be improved.

Area of Serious Concern

Enrollment

- In the Faculty of Pharmaceutical Sciences, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.21 in the Department of Pharmacy, 1.26 in the Department of Pharmaceutical and Life Sciences, and 1.23 in the entire faculty. In the Department of Pharmaceutical and Life Sciences, the ratio of enrolled students to the student enrollment cap is also high at 1.24. These numbers must be improved.