

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

**The University of Shimane**

<b>Basic Information of the Institution</b>	
Ownership: Public	Location: Shimane, Japan
<b>Accreditation Status</b>	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
<b>Related Links</b>	
The University of Shimane: <a href="http://u-shimane.web.transer.com/bb_url_ej.php?ctw_ =sT,eCR-JE,bF,hT,uaHR0cDovL3d3dy51LXNoaW1hbmUuYWManAv.f20140106163554-0.cdXRmLTg">http://u-shimane.web.transer.com/bb_url_ej.php?ctw_ =sT,eCR-JE,bF,hT,uaHR0cDovL3d3dy51LXNoaW1hbmUuYWManAv.f20140106163554-0.cdXRmLTg</a>	
Full Text of the Accreditation Results (in Japanese): <a href="http://www.juaa.or.jp/accreditation/university/result_2012.html">http://www.juaa.or.jp/accreditation/university/result_2012.html</a>	
Accreditation Standards, Process and other related information (in English): <a href="http://www.juaa.or.jp/en/accreditation/university.html">http://www.juaa.or.jp/en/accreditation/university.html</a>	

## Certified Evaluation and Accreditation Results for the University of Shimane

### Notable Strengths

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

- It is commendable that the Faculty of Policy Studies at the University of Shimane makes efforts to realize its mission and purpose of nurturing persons of talent who can meet the needs of the local community. In particular, among the four programs in the Faculty, the Regional Policy Program approaches the study of contemporary society through studying social mechanisms, culture, ideas, and values. Not only does the program ask students to delve into specialized fields such as the fundamentals of policy and social research methods, but it also offers actual hands-on experience, such as internships with local governments and civic engagement activities in the local community. The program is conducted on the theme of “nurturing persons of talent who can identify governance problems and local concerns and find solutions for them.” It also cultivates student abilities to discover and address administrative problems and solutions.

#### *Student support*

- It is commendable that the university offers numerous scholarships—including a tuition waiver for spring and fall semesters—and that many students make use of these scholarships each year.
- It is commendable that the university has devised measures that take into account the geographical location of the university together with its size to attain a high rate of students acquiring jobs every year. For example, the university’s Career Support Program provides wide-ranging, step-by-step support to all enrolled students to help them achieve their career goals from the time of their enrollment. “Student Career Supporters,” usually seniors who have found employment, offer advice to younger students. University-sponsored buses take students to joint job fairs held in nearby cities. The Civil Service Exam Support Room assists those students aspiring to work in government.

#### *Social cooperation and contribution*

- It is commendable that the university has produced good results in social cooperation and contribution. For example, it has run a Regional Cooperation Center to facilitate cooperation with local communities, has signed a comprehensive agreement with the City of Hamada, and participated in active exchange with the local community. The university has also established the Hamada Campus Support System and the Citizen Researchers’ System at the North-East Asian Regional Research Center. Students also contribute to the community, beginning in their freshman year. In 2011, a total of 1,388 students participated in activities in the local community through the Campus Mileage Project.

### Suggestions for Improvement

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

- In the Graduate Schools, the policies for awarding degrees have not been clarified.

They should be established and publicized.

- In the Graduate Schools, constant efforts to improve educational content and methods (e.g., organizing faculty development activities) are not sufficient. This situation should be improved.
- In the Graduate Schools, the criteria for examining degree-seeking dissertations have not been clearly stipulated. These should be clearly stated in the student handbook (and other handbooks) to make them accessible to students.
- In the doctoral program, some students complete all the requirements except the dissertation, and leave the university before completing the dissertation requirement within the time limit set by the university. Later, when these students submit their dissertations, even though they are no longer enrolled, they are granted doctoral degrees in the same manner as continuously enrolled students. This is an inappropriate use of the system that should be corrected. In accordance with the purpose of having course-based doctoral programs, the university should create measures to enhance degree completion within the required time frame.