

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

Chukyo University



Basic Information of the Institution	
Ownership: Private	Location: Aichi, 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 Chukyo University

Overview

Chukyo University (hereafter, the University) was founded in 1956 with a Department of Commerce in the School of Commerce. Chukyo High School of Commerce, the predecessor of the current university, was founded in 1923 with the founding spirit, “a focus of excellence in both learning and sports.” Presently, the University has two campuses in Nagoya city and Toyota city, Aichi Prefecture; eleven schools, including the School of Letters, the School of World Englishes, the School of International Liberal Studies, the School of Psychology, the School of Contemporary Sociology, the School of Law, the School of Business and Public Policies, the School of Economics, the School of Management, the School of Engineering, and the School of Health and Sport Sciences; ten graduate schools, including the Graduate School of Letters, the Graduate School of World Englishes, the Graduate School of Psychology, the Graduate School of Sociology, the Graduate School of Law, the Graduate School of Economics, the Graduate School of Management, the Graduate School of Health and Sport Sciences, the Graduate School of Computer and Cognitive Sciences, and the Graduate School of Business Innovation; and one professional school, the Law School.

Prior to this accreditation review, the Law School had already underwent professional graduate school accreditation review by Japan University Accreditation Association (JUAA) in 2013. Thus, JUAA reviewed the School this time by examining the improvements from 2013 onwards from the standpoint of University Accreditation (institutional certified evaluation and accreditation).

After the accreditation of 2007, the University undertook notable activities, including active efforts to make the results of research and education accessible to the community according to its founding spirit and to improve the research and education environment as exemplified by the Learning Square. However, there have been several problems including educational content and methods and internal quality assurance. It should be improved.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the School of Health and Sport Sciences offers subjects other than those required for prospective teachers in secondary education, such as “Evaluation Method for Sport Performance,” which is useful for the guidance of extracurricular club activities, “Preliminary Course for Practice Teaching” and “Teaching Method for Physical Education” both of which aid understanding of school sites. Through such subjects the practical skills as teachers can be fostered over four years, which is proved through the high ratio of successful applicants in the teacher employment examination.
- It is also commendable that in the School of Business and Public Policies, freshmen are required to visit a certain number of professors during the Office Rally. Talking to professors not only helps students choose an supervisor for the Research Project on Policy Designed I to VI, but also plays an important role in facilitating students’ understanding of the distinct features of the School where diverse areas of social sciences are integrated.
- It is commendable that the Graduate School of Business Innovation regularly examines the entire range of curriculum and educational content and methods for

each course, not only through the course evaluation questionnaire but also through interviews with graduate students and tenured faculty and through the distribution of questionnaires to all practitioner-faculty. These efforts have been reflected in improvements such as the introduction of new curriculum.

Education and Research Environment

- It is commendable that students' active learning has taken place through the Learning Square in the Nagoya library, where graduate students work as tutors for undergraduate students providing advices in learning.

Social Cooperation and Contribution

- It is commendable that the university has not only shared the educational and research results within the university but has also actively given the results back to the community. For example, the Institute for Research in Health and Sport Sciences offers sport classes such as tennis, Nordic walking, junior sports, and kids dance, and the Institute for Research in Cultural Sciences offers various lectures and exhibits sometimes in collaboration with local governments. It is also commendable that the university has attempted to decrease the distance between the university and citizens by utilizing the distinct features of the university. For example, the Extension Center responds to the citizens' needs for life-long learning. It is also commendable that these social collaborations are linked to the educational practice of Project-Oriented Education in each school.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the Law School, the curriculum design policy has not been stipulated. The policy should be stipulated considering its mission and purposes, and should be made known to the public. In the Graduate School of Management, while the curriculum design policy has been established for both master's and doctor's programs, the basic ideas regarding educational program and methods are not clearly defined. This should be improved.
- The curricula of the doctoral programs of the Graduate School of Law, the Economics Major in the Graduate School of Economics, and the Graduate School of Management do not appropriately combine coursework and research work. Considering the purpose of the credit-based degree granting system, the doctoral programs should offer appropriate educational content.
- In the doctoral programs of the Graduate School of Letters, the Graduate School of Law, and the Business and Public Policies Major in the Graduate School of Economics, the research instruction plans are not clearly indicated to the students. This should be improved.
- In doctoral programs across the University, some students complete all the requirements except the dissertation, and leave the university before completing their dissertation requirement within the time limit. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students who continuously enroll. This is not an appropriate use of the system. In accordance with the purpose of having doctoral programs, the university should create measure to enhance the

degree completion within the required time frame.

Enrollment

- The ratios of enrolled students to the student enrollment cap are low in the master's programs of following graduate schools: 0.20 in the Graduate School of Letters, 0.25 in the Graduate School of World Englishes, 0.40 in the Graduate School of Psychology, 0.10 in the Graduate School of Sociology, 0.30 in the Graduate School of Law, 0.40 in the Graduate School of Management, and 0.43 in the Graduate School of Business Innovation. These numbers should be improved. The ratios are also low in the following doctoral programs; 0.17 in the Graduate School of Letters, 0.22 in the Graduate School of Psychology, 0.22 in the Graduate School of Law, and 0.08 in the Graduate School of Economics. Furthermore, the ratio in the professional school degree in the Law School is also low at 0.40. This number should also be improved.

Education and Research Environment

- While certified librarians have been assigned to each campus as contracted staff, tenured librarians who are subject area experts are not assigned to the Toyota campus. This should be improved.

Internal Quality Assurance

- While the University has set up a Self-assessment Committee, the internal quality assurance system of the University, which seeks to review the relevance of curriculum of the University as a whole and conduct objective and regular self-study, has not been established. The University should stipulate the policy for internal quality assurance, establish a clear system of internal quality assurance that goes beyond the area-specific review in each school or graduate school, and make continuous efforts for improvement.