

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

Nagoya University of Foreign Studies



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

## Certified Evaluation and Accreditation Results for the Nagoya University of Foreign Studies

### Overview

The Nagoya University of Foreign Studies (hereafter, the University) was founded by the Nakanishi Gakuen and began with the School of Foreign Studies in 1988. In 1994, the University established the School of Global Business and Economics and, eventually, the Graduate School of Global Communication Studies in 1997. In 2004, it reorganized the School of Global Business and Economics into the School of Contemporary International Studies. The University is currently made up of two undergraduate schools and one graduate school and contains six departments in the School of Foreign Studies, three departments in the School of Contemporary International Studies, and the Graduate School of Global Communication Studies. The University has a campus in Nisshin City, Aichi Prefecture, and is engaged in education and research activities based on its founding spirit, “Human Education and Practical Learning.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University has built a structure for improvement that comprises the President’s Office, the Office of Education Improvement and Innovation, and the Self-Assessment Committee. The goal of this structure is to help the faculty and administrative staff work together on improvements, such as the systematic organization of programmed subjects in the undergraduate schools and the reorganization of the curriculum in the graduate school. In addition, the University developed a mid-term action plan (titled the Global Future Project “2018” at NUFS) to realize the vision of fostering global human talents and to change teaching methods while reviewing and evaluating the plan’s implementation and attainment. In this way, the University has worked on the improvement and reform of issues concerning education, research, study support and the environment surrounding education and research activities.

Distinctive features noted in this accreditation include foreign language education and social collaboration and contribution. In particular, the University’s foreign language teaching program, PUT (Power-Up Tutorial), and its Workshop for English Teachers are noteworthy for returning various outcomes of education and research to society. However, the University needs to address issues in the following areas: enrollment management, admission policy, and credit registration system, as well as policies on degree award, curriculum, syllabus, research guidance plans, and the criteria for examining degree-seeking theses in the graduate schools. Issues are also found in systematic self-assessment, and the University is expected to ensure the function of the internal quality assurance system to improve these issues.

### Notable Strengths

#### *Educational Content, Methods, and Outcome*

- It is commendable that each school uses its own teaching method to develop students’ skills for presentation and discussion of their ideas. In particular, to develop advanced foreign language skills, faculties of both Foreign Studies and Contemporary International Studies launched a program for first-year students, Power-Up Tutorial (PUT), where small groups students are taught by teachers of various nationalities and discuss topics related to their department objectives in foreign languages. In addition, the School of Foreign Studies offers Advanced PUT for second year students, which allows participants to discuss multiple international topics in small groups and aims to develop students’ presentation and discussion skills in foreign languages based on their specialties. Furthermore, the School of Contemporary International Studies holds Oral Communication Strategies (OCS), in which students plan the topics of discussion, such as the economy.

### *Social Cooperation and Contribution*

- It is commendable that the University is engaged in enhancing practical teaching methods while focusing on communication in an effort to help English teachers increase the skills that are required in society. For example, the University provides teachers in the Tokai area with opportunities to refresh their English language skills by holding Workshops for English Teachers. In this way, the University makes local contributions by returning research and education outcomes on English language education to the local community and retrains English teachers of junior and senior high schools as part of the midterm plan. It is also commendable that the University has contributed to quality improvements in secondary education such as the development of teaching materials in the English language field.

### **Suggestions for Improvement**

#### *Educational Content, Methods, and Outcome*

- In the master's and doctoral programs in the Graduate School of Global Communication Studies, the policies on degree award do not indicate required learning outcomes to complete each program. This should be improved.
- In the doctoral program in the Graduate School of Global Communication Studies, the curriculum does not properly combine research work with coursework. It is expected that the program will offer appropriate educational content, considering the purpose of a course-based graduate school.
- In the Department of Global Business and the Department of Liberal Arts and Global Studies in the School of Contemporary International Studies, the maximum number of credits a student is allowed to register for per year is high at 50. This should be improved from the purpose of a credit system.
- The syllabus of the doctoral program in the Graduate School of Global Communication indicates class outlines but it lacks necessary information such as attainment goals and class schedules. The syllabus should be improved to make it more useful for the students to complete their studies.
- In the master's and doctoral programs in the Graduate School of Global Communication Studies, research guidance plans are not sufficiently presented to students. This should be improved.
- In the Graduate School of Global Communication Studies, faculty development has not been carried out. This should be improved.
- In the master's program in the Graduate School of Global Communication Studies, the criteria for examining degree-seeking theses and the criteria for examining the outcomes of the specific research theme are identical. Individual criteria for each should be developed, and should be stated clearly in the graduate student handbook.

#### *Enrollment*

- A common admission policy is applied in both the School of Foreign Studies and the School of Contemporary International Studies. Each school should develop its own individual policy.

- The ratio of enrolled students to the student enrollment cap is high at 1.25 in the Department of British and American Studies, 1.29 in the Department of French Studies, and low at 0.84 in the Department of Chinese Studies in the School of Foreign Studies, and high at 1.25 in the Department of Global Business in the School of Contemporary International Studies. Meanwhile, the ratio of transfer students to the transfer student admission cap is low at 0.45 in the Department of British and American Studies in the School of Foreign Studies. Each school should implement proper admission management.

#### *Internal Quality Assurance*

- Each section and committee has dealt with individual matters, but systematic self-assessment at the University level, including the University's education activities, are not sufficiently implemented. The University is expected to implement self-assessment following the standard set by the Self-Assessment Committee and connect the results to improvements and development. In addition, the University should publicize the results to ensure the proper function of the internal quality assurance system.