

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

Nanzan University



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

Certified Evaluation and Accreditation Results for Nanzan University

Notable Strengths

Educational content, methods, and outcome

- It is commendable that members of all faculties teach core subjects for Nanzan University (hereafter, the University) regarding the education motto, “For Human Dignity.” In order to realize the founding principle of the school, since 2012, Nanzan University has regrouped courses taught in English as the “International Course Category,” and these subjects have been offered by multiple faculties.
- It is commendable that the Nanzan Asia Program (NAP) is a unique study abroad program, and the PDCA (plan–do–check–act) cycle concerning NAP is working effectively. NAP is a short-term study abroad program in Asia offered by the Faculty of Policy Studies. In the program, students study the local language intensively for four weeks and conduct fieldwork to get to know the culture. It is a unique program that focuses on foreign languages other than English, and it also raises students’ interest in non-English speaking regions. The preliminary orientation for participating students, the post-program reporting session, and the teaching staff conference in which staff members reflect on students’ opinions of what should be done in the future have been properly set up to work as a cycle.

Student support

- It is commendable that the Exchange House offers meaningful social experiences in promoting intercultural exchange. Based on the educational creed of “cultivation of internationalism aspiring to universal values,” the Exchange House aims for the improvement of communication skills and deepening of intercultural understanding through everyday exchange of communal living among foreign students from diverse cultural backgrounds. In principle, each group consists of four students, including one Japanese student. The groups are selected in such a way that each member represents a different nationality, with the Japanese student as the leader. In the Nagoya Kōryū Kaikan especially, since many Japanese applicants for the house, only selected students who possess strong confidence are chosen to live there. This experience provides a very good opportunity for them to cultivate leadership skills as well as problem solving skills. It is also commendable that students’ proactive efforts, such as regular house meetings, have been made.

Suggestions for Improvement

Educational content, methods, and outcome

- The maximum number of credits students can register for per year has been set high at sixty for fourth year students in the Faculty of Law. This situation should be improved in accordance with the purpose of having a credit system.
- The Faculty of Economics, the Faculty of Business Administration, the Graduate School of International Area Studies, and the Graduate School of Policy Studies have not offered any systematic FD (Faculty Development) activities to improve educational content and methods. This situation should be improved.

- The non-professional graduate school programs have not clarified the criteria for examining degree-seeking theses. These criteria should be clarified in the student handbook and made public.

Enrollment

- In the admission policies of the Master's and doctoral programs in Linguistic Science in the Graduate School of Humanities and the Master's and doctoral programs in the Graduate School of Policy Studies, the images of the ideal student are not clearly defined. This situation should be improved.
- The ratio of enrolled students to the student enrollment cap is high at 1.28 in the Department of Christian Studies in the Faculty of Humanities. Meanwhile, the ratios are low in the following graduate schools: at 0.40 in the Master's program and at 0.13 in the doctoral program in the Graduate School of Economics, at 0.18 in the Master's program and at 0.27 in the doctoral program in the Graduate School of Policy Studies, and at 0.00 in the doctoral program in the Graduate School of Mathematical Sciences and Information Engineering. This situation should be improved.
- The ratio of transfer students to the transfer student admission cap is high at 1.33 in the Department of British and American Studies in the Faculty of Foreign Studies, and at 1.65 in the Department of Policy Studies in the Faculty of Policy Studies. This situation should be improved.

Internal quality assurance

- The Self-study and Evaluation Committee of the University as a whole has not sufficiently studied and evaluated various activities of the University. Since each unit is responsible for improvement efforts, the PDCA cycle is not functioning successfully. The internal quality system of the University as a whole, including the newly established Peer Review Committee, should function properly.

Area of Serious Concern

Educational content, methods, and outcome

- In the Graduate School of Mathematical Sciences and Information Engineering, research guidance plans have not been formulated. These plans must be formulated so that students can receive the appropriate research guidance and guidance for writing the degree thesis.

Administration and finance

- The school corporation of the University has recorded a large amount of loss related to asset management in several recent years. At the end of 2012, it finished paying off the derivative, but still holds a large amount of latent loss of securities. Also, in recent years, because of the savings for the title two endowment and the investment in facilities, in terms of the ratios in the financial position statement, the liquid assets ratio and the current assets ratio are extremely low, indicating that the University is in a serious financial situation. The mid- and longterm financial situation of the school corporation as a whole should be reconsidered. The University should formulate a more realistic financial improvement plan and implement it steadily. In addition, the feasibility of the financial plan should be

continuously reviewed every year.