

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: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Nanzan University

Overview

The founding mission of Nanzan University (hereinafter referred to as the “University”) is “To provide school education based upon the Christian view of the world and foster people who respect and promote human dignity”. The University’s purpose is “To impart broad knowledge founded upon the Christian view of the world, and foster people with talents who respect and promote human dignity through in depth teaching and research in the arts and sciences”. As a medium-to-long-term plan for achieving the University’s founding principles and purpose, the University has formulated the “Nanzan University Grand Design”. The University’s efforts to improve education and research activities is commendable.

With regard to internal quality assurance, University amended the “Internal Quality Assurance Policy” and restructured the Internal Quality Assurance System in 2020. Under the “Internal Quality Assurance Committee” chaired by the Vice President (In charge of promoting research and educational support) and its sub-committees “Internal Quality Assurance Promotion Committee” and “Faculty Development (FD) Committee” (hereinafter referred to as the “FD Committee”), the University is striving to ensure the PDCA cycle is functioning adequately at the class, program, and university levels.

Regarding education, all faculties and graduate schools have designed their curricula appropriately according to the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy.) In addition, in order to vitalize student learning and provide effective education, the faculties are actively utilizing COIL (Collaborative Online International Learning: Exchange programs using ICT with universities overseas). In AY 2018, the University developed the “NU-COIL Short-term Exchange Program” (“Basic COIL”) which combines short-term study and COIL education. Then in AY 2019, the University developed the “Academic COIL,” which connects long-term exchange program with specialized subjects, and the “PBL-COIL” which connects long-term exchange program with PBL.

An excellent approach to student support is the support system for students who need reasonable accommodation. In particular, the “Support System Conferences for Students with Reasonable Accommodation” chaired by the Vice-President (in charge of academic affairs) is held with the Deans of every faculty invited. The Deans verify the

support system necessary for the students who require reasonable accommodation and the status of their efforts. This endeavor contributes to information sharing and effective support in each faculty. It is a commendable student support system that is in keeping with the “Student Support Policy.”

On the other hand, except for some faculties, it cannot be said that adequate and multifaceted measurements and evaluations are being carried out to determine how much of the learning outcomes outlined in the degree award policy have been achieved by the students. Improvement is required. In addition, since the ratios of student enrollment to the student enrollment cap are low in several graduate schools, improvements are required to ensure thorough quota management.

Going forward, we hope the University solves these issues through internal quality assurance efforts, and accelerates its distinctive initiatives for further development of its program.

Notable Strengths

Student Support

- The “Reasonable Accommodation Support Team” organized to support students with disabilities is chaired by the Dean of Students, and is attended by the Deans of faculties concerned, the Dean of Student Affairs, the Dean for Academic Affairs, and the school doctor. The inclusion of the school doctor on the team enables the team to respond more professionally and appropriately, and the inclusion of the Dean of Students and the Deans of faculties enables the team to respond immediately. Furthermore, the participation of the Dean for Academic Affairs has realized more detailed daily considerations, such as communicating issues to be considered to the teachers in charge of the classes (including adjunct faculty) attended by the students who require reasonable accommodation. Furthermore, the “Support System Conferences for Students with Reasonable Accommodation” chaired by the Vice-President (in charge of academic affairs) from the latter part of AY 2014 and by the Vice-President (in charge of education) since AY 2019, is being held with the Deans of every faculty in attendance. Each Dean identifies the support system necessary for students who require reasonable accommodations, and information is being shared in each faculty. Not only do these efforts actualize smooth response even in immediate cases but they also contribute to fostering awareness of support for students with disabilities throughout the University through sharing the information.

This initiative is commendable, as it embodies student support in keeping with the “Student Support Policy.”

Education and Research Environment

- By implementing the “Nanzan University Nagoya Campus Facility Development Plan”, the network environment was improved, freely accessible learning was implemented, the Learning Commons were installed, a student seminar room that can accommodate all the first year students of the seven faculties (excluding the Faculty of Science and Engineering) was established, and the Multicultural Lounge for the purpose of promoting internationalization of the campus was established, etc. The University is making improvements to the educational environment to actualize “international education,” “universalization,” and “student services” as outlined in the “Nanzan University Grand Design.” In particular, the Multicultural Lounge serves as a base where international students and Japanese students interact daily. The facility is also actively being utilized for functions such as seasonal events, International Week to promote understanding of foreign and regional cultures, and university information sessions when international exchange partners visit. In addition, it is commendable that the number of students using the Learning Commons has increased significantly since its establishment. The facility is actively utilized as intended in the improvement plan. Thus, moving forward, contributions toward the revitalization of learning for students are greatly anticipated.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The basic approach for curriculum implementation is not specified in the curriculum design and implementation policy in: the Graduate School of Social Sciences; Graduate Program in Economics (Master’s Course), Graduate Program in Management (Master’s Course), Graduate Program in Policy Studies (Master’s Course); Graduate Program in Economics (Doctoral Course), Graduate Program in Management (Doctoral Course), Graduate Program in Policy Studies (Doctoral Course); the Graduate School of Sciences and Engineering; Graduate Program of Systems and Mathematical Sciences (Doctoral Course), Graduate Program of Software Engineering (Doctoral Course), Graduate Program of Mechatronics

(Doctoral Course); and in the Nanzan School of Law, Graduate Program in Legal Practice (Professional Degree). Thus, improvements are required.

- The relationship between the learning outcomes stipulated in the degree award policy and the measurement methods is unclear for faculties and graduate schools except for the Faculty of Humanities. Hence, it cannot be said that the learning outcomes required by the degree award policy are appropriately being ascertained and assessed from multiple facets. Improvement is needed.

Student Enrollment

- The ratios of student enrollment to the student enrollments cap are 0.33 in the Graduate School of Humanities (Master's Course), 0.33 in the Graduate School of International Area Studies (Master's Course), 0.23 in the Graduate School of Humanities (Doctoral Course), and as low as 0.11 in the Graduate School of Sciences and Engineering (Doctoral Course). Thus, the quota management for graduate schools requires significant improvement.