

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

Nihon Fukushi University



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| <b>Basic Information of the Institution</b>  |                        |
| Ownership: Private   | Location: Aichi, Japan |
| <b>Accreditation Status</b>  |                        |
| Year of the Review: 2017   |                        |
| Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025) |                        |

## **Certified Evaluation and Accreditation Results for Nihon Fukushi University**

### **Overview**

Nihon Fukushi University (hereafter, the University), which originated as Chubu Junior College of Social Work established in 1953, was opened by its founder in 1957 as the first university that offered four-year courses and had a faculty of social welfare in Japan, based on *the spirit of benevolence, mercy, and fraternity* as its school spirit. The University works toward the enhancement of education and research activities and aims to be a “university that causes welfare to emerge” in order to address various issues in modern society. It continues to develop as a comprehensive university of welfare with the following seven faculties and four graduate schools: the Faculty of Social Welfare, the Faculty of Child Development, and the Faculty of Healthcare Management at the Mihama Campus in Mihama-cho, Chita-gun, Aichi Prefecture; the Faculty of Health Sciences at the Handa Campus in Handa City; the Faculty of Nursing, the Faculty of Economics, and the Faculty of International Welfare Development at the Tokai Campus in Tokai City; and the Graduate School of Social Welfare, the Graduate School of Health and Social Services Management, the Graduate School of International Social Development, and the Graduate School of Social Well-Being and Development at the Nagoya Campus in Nagoya City. the University also established the Faculty of Sports Science at the Mihama Campus in 2017.

Since the previous accreditation review conducted by Japan University Accreditation Association (JUAA), the University has promoted improvement and reforms by reviewing and evaluating matters such as education and research, governance, and social contribution through the operation of the PDCA cycle in the University Management System, and by sharing the results of those reviews and evaluations among the members. In the Second Term University Mid-term Plan for the period from 2015 to 2020 the University set “a qualitative shift of education and its substantiation.” as its basic strategy - and has promoted activities such as establishing a financial basis and strengthening organizational governance in addition to the five priority strategies including “quality assurance and reforms for a qualitative shift in education.”

The University’s distinguishing efforts include an initiative to improve the quality of faculty members through measures such as a review system that obligates full-time teaching staff to undergo an education and research activity review every five years. This review system is designed to enhance their educational and research activities. Furthermore, through

cooperation between the Inter-Departmental Education Center and each faculty, community-oriented subjects have been introduced into the curriculum to foster “fukushi meisters” who can play a leading role in contributing to the establishment of a sustainable community. The University’s efforts to support disabled students are also commendable. The University is committed to improving students’ support capabilities and boosting their motivation through various efforts such as providing regular curricular subjects relating to support for those with visual and hearing disabilities. In addition, the University also delivers to the faculty video content summarizing what consideration must be given to disabled students during lectures and on other occasions. It is commendable that the University has established an independent support system among students by ensuring students and staff have a thorough understanding of student support in a variety of ways.

However, the issue remains with regard to the management of the student admission capacity (quota) of the Faculty of Economics, Faculty of Health Sciences, the Faculty of International Welfare Development, and the Graduate School of Social Well-Being and Development. Also, among other faculties, part of the Faculty of Child Development, the Faculty of International Welfare Development, and the Faculty of Healthcare Management have higher limits of credits that students can register for in a year, so that needs to be rectified in light of the purpose of the credit system. Other issues that require improvement include curriculum design at the Graduate School of Social Well-Being and Development, clarification of dissertation or thesis examination criteria, and clarification of the ideal student profiles in the student admission policy. In addition, improvement is also required with respect to the placement of full-time staff with expert knowledge at its libraries (branch libraries). The University is expected to address these issues together with the enhancement of the verification system.

## **Notable Strengths**

### *Faculty and Faculty Organization*

- The University established the Faculty Member Qualification Reassessment System, which obligates full-time faculty members to undergo an education and research activity review every five years. It is commendable that that system works to improve the quality of faculty members and enhance education and research activities by initiatives such as having the dean of each faculty give guidance to individual faculty members who are likely to fail to satisfy the review criteria for education and research achievements and

encourage those faculty members to improve performance.

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

- The Inter-Departmental Education Center and each faculty work together to promote university-wide education for regional community cooperation in order to foster “fukushi meisters” who are capable of playing an active part with a perspective of welfare in a broad sense where the scope of traditional social welfare is expanded and multiple fields are related to and coordinated with each other. Since the adoption of the Center of Community (COC) in 2014, the Center has provided common subjects in which students learn basic community knowledge and important community issues, and each faculty has designated specialized subjects that are related to the community and correspond to that faculty’s specialties as “community-oriented subjects”, and systematic education is provided by combining those subjects. Those subjects provide diverse field work and, through reflections each year, cultivate the ability to view community issues from a perspective of welfare and actively solve issues. These initiatives are aimed at realizing the University’s educational objective, “*leaders who contribute to the establishment of a sustainable community*” from a university-wide perspective by fostering “fukushi meisters”.

#### *Student Support*

- The Student Support Center’s “Supporting Students with Disabilities” supports students with disabilities and fosters students who engage in supporting students with disabilities, and also strives to establish an independent support system among students through activities such as matching students in need of support with volunteer students. In order to foster volunteer students, the Student Support Center strives to enhance the ability and willingness of students by providing regular curricular subjects related to support for students with visual and hearing disabilities and establishing an activity incentive scheme for volunteers. Moreover, it is commendable that, as a welfare university, the University implements initiatives to ensure students and staff have a thorough understanding of student support in various ways including delivering to faculty members video contents summarizing what consideration must be given with respect to each disability at lectures and on other occasions.

## Suggestions for Improvement

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

- The curriculum of the Graduate School of Social Well-Being and Development (doctoral program) does not appropriately combine research work and course work, so it is expected that graduate school will provide details of education that are appropriate for that program in light of the purpose of the program-based graduate school system.
- The maximum number of credits for which students can register in a year is 54 credits in the first and second years and 50 credits in the third and fourth years at the Department of Child Development of the Faculty of Child Development, and 54 credits in the second year for students who have transferred to the Department of Clinical Psychology in their second year. Also, the maximum number of credits is high at 60 in the third year for students who transferred to the Faculty of International Welfare Development in their third year and the first year for students who transferred to the Faculty of Healthcare Management. This issue needs to be rectified in light of the purpose of the credit system.
- In the Doctor's Degree Program Healthcare Management Major at the Graduate School of Social Well-Being and Development, dissertation or thesis examination criteria are not clearly shown to students, so that needs to be rectified and the criteria should be clarified in materials such as the Course Guidelines/Syllabus.

### *Enrollment*

- The admission policy of the Doctor's Degree Program International Social Development Major at the Graduate School of Social Well-Being and Development does not clearly show ideal student profiles. This should be rectified.
- In the Department of Human Care Engineering at the Faculty of Health Sciences, the average of ratios of freshman enrollment to the freshman enrollment cap and the ratio of students admitted to admission capacity over the last five years are low at 0.81 and 0.86, respectively. This issue should be addressed.
- In the Doctoral Program at the Graduate School of Social Well-Being and Development,

the ratio of enrolled students to the student enrollment cap is high at 2.61. This issue should be addressed.

#### *Education and Research Environment*

- No full-time staff with expert knowledge has been assigned to the libraries at the Handa Campus, the Tokai Campus or the Nagoya Campus, This issue should be addressed.

#### **Area of Serious Concern**

##### *Enrollment*

- The average of ratios of freshman enrollment to the freshman enrollment cap over the last five years and the ratios of student enrollment to the student enrollment cap are low at 0.63 and 0.65, respectively, in the Department of Economics of the Faculty of Economics, and 0.54 and 0.51, respectively, in the Department of International Welfare Development of the Faculty of International Welfare Development. These should be improved.