

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

Fujita Health 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 Fujita Health University

Overview

Fujita Health University (hereafter, the University) succeeded Minami Aichi Auxiliary School founded in 1964, and established Nagoya Health University, consisting of the Faculty of Medical Technology and the Faculty of Nursing in the School of Health Sciences, in 1968. The University set up the School of Medicine in 1972, and changed its name to Fujita Health University. The University established and reorganized departments, schools, and graduate schools, and is currently a general university specializing in medicine, consisting of two schools, the School of Medicine and the School of Health Sciences, and two graduate schools, the Graduate School of Medicine and the Graduate School of Health Sciences. The campuses are located in Toyoake City and Nagoya City in Aichi Prefecture, and in Tsu City in Mie Prefecture. The University is carrying out education and research activities according to its founding mission.

After its accreditation review by Japan University Accreditation Association (hereafter, JUAA) in 2007, the University has made a notable effort to respond to local needs in detail by keeping in close cooperation with Toyoake City. In the School of Medicine and the School of Health Sciences, a distinctive effort has been made to link local needs to Assembly Activities in which the faculty and students engage in activities with a of common theme. However, there have been some problems in the ratios of enrolled students to the student enrollment cap. This should be improved.

Notable Strengths

Social Cooperation and Contribution

- It is commendable that the University has engaged in activities to improve and develop a local medical welfare system. The University has signed a comprehensive agreement with Toyoake City where the University is located, and is actively engaged in social service activities focused on three themes, Disasters, Child Rearing, and the Elderly, chosen from the needs of the local community. In addition, the University regards those social service activities as a part of its Assembly Activities, which are incorporated in the curriculum, and sees them as social collaboration and local contribution requiring an entire school effort involving the faculty and students. It is commendable that the University has conducted such social collaboration and contribution.

Suggestions for Improvement

Mission and Purpose

- In the School of Medicine and the School of Health Sciences, the purpose of human resource development has been defined, but not stipulated in the regulations of the university or in similar regulations. This should be improved.

Faculty and Faculty Organization

- In the “School of Medicine Faculty Screening Criteria” and “School of Medicine General Education Faculty Screening Criteria,” the required qualifications for each faculty rank are defined, but the contents of each qualification are not clear. This should be improved.

- In the Graduate School of Medicine and the Graduate School of Health Sciences, the qualifying criteria regarding the screening of the graduate school faculty has not been defined. This should be improved with respect to the quality assurance of each Graduate School.

Educational Content, Methods, and Outcome

- In the School of Medicine and the Graduate School of Health Sciences, the policies for awarding degrees do not state learning outcomes at the time of program completion. This should be improved.
- In the School of Medicine, the requirements for graduation are not stipulated in the education guidelines or the student handbook. These requirements, together with the requirements for moving to the next year of study should be clearly written and well informed to students.
- In the Graduate School of Medicine, the criteria for examining degree-seeking dissertations have not been clearly stipulated. This situation should be improved, by clearly stating them in the education guidelines.
- In the Graduate School of Medicine, some students complete all the requirements except dissertation, and leave the university before completing their dissertation requirement within the time limit set by the university. 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 continuously enrolled. This is inappropriate use of the system that should be corrected, In accordance with the purpose of having doctoral program, the university should create measures to enhance the degree completion within the required time frame.

Enrollment

- The ratios of enrolled students to the student enrollment cap are high in the School of Medicine at 1.03 and the Graduate School of Health Sciences at 2.35. These need to be improved.

Internal Quality Assurance

- The system of internal quality assurance has not been working effectively. Regular implementation of the program for self-study has not been clearly stipulated. This should be improved.

Area of Serious Concern

Educational Content, Methods, and Outcome

- In the Graduate School of Medicine and the Graduate School of Health Sciences, the research guidance plans have not been formulated. The plans should be formulated so that staff can offer the appropriate research guidance and guidance for the writing degree thesis according to the plan.

Enrollment

- In the last five years, the average of the ratios of enrolled freshman to the freshman admission cap is high, in the Faculty of Rehabilitation at 1.33, the Faculty of

Clinical Engineering at 1.24, the Faculty of Medical Management and Information Science at 1.42, and the Faculty of Radiological Technology at 1.21 in the School of Health Sciences. The ratio of enrolled students to the student enrollment cap is also high in the Faculty of Rehabilitation at 1.33, the Faculty of Clinical Engineering at 1.20, and the Faculty of Medical Management and Information Science at 1.39 in the School of Health Sciences. These should be improved.