

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

Tenri Health Care University



Basic Information of the Institution	
Ownership: Private	Location: Nara, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: suspended	

Certified Evaluation and Accreditation Results for Tenri Health Care University

Overview

Tenri Health Care University (hereafter, the University) was established in 2012 after succeeding to the educational missions and outcomes of Tenri Nursing School and Tenri School of Medical Technology, with the two schools having long cultivated nurses, clinical laboratory scientists, and other healthcare professionals. The University consists of the Department of Nursing Science and the Department of Clinical Laboratory Science in the Faculty of Health Care, and conducts educational and research activities with the purposes of “basing its education on the Tenrikyo religious principle of dedicating oneself to bringing joy to others; gaining a wide range of knowledge; acquiring healthcare specialized skills; developing the spirit of serious engagement in science; and nurturing graduates with deep affection for others, and a sense of humility and self-discipline.”

To this end, the president assumes leadership in cooperation with the dean and executive director, with three councils – Education and Research Council, Inspection and Assessment Council, and Administrative Council – playing a central role in advancing the University’s education based on the keywords of “autonomy” and “collaboration.” To support its students, the University has established a tutor system comprised of full-time faculty members who utilize the results of various tests taken at the time of enrollment and share the information at the Tutors’ Meeting to provide comprehensive student support. These efforts are highly commendable.

There are serious problems with the faculty organization, however, that must be addressed. The number of full-time faculty members required in the Standards for Establishment of Universities remains two short in the Department of Clinical Laboratory Science. This situation conflicts with the standards and should be corrected immediately. The shortage of full-time faculty members resulted from the establishment of the Health Care Education and Research Center as a faculty organization independent of the two departments to manage integrated and common basic subjects, but reorganization of the faculty requires proper management, including the allocation of full-time faculty members. To deal with this issue, the University has begun making improvements by recruiting full-time faculty members and reconsidering the Center’s purpose. The accreditation decision has therefore been suspended with the University expected to improve these serious problems in the near future.

Meanwhile, to assure the quality of its education, research, and other programs,

the University positioned the Future Planning Committee as an organization promoting internal quality assurance in fiscal 2018, but the policies and procedures for internal quality assurance are not defined and the authority of the committee is not clarified. The University is strongly required to work toward educational and quality assurance improvements by developing an effective internal quality assurance system and operating a university-wide PDCA (Plan-Do-Check-Act) cycle. To assure educational quality, it is important for the University to formulate medium- and long-term plans that outline its future visions and determine the policies needed to advance its various activities, with the Future Planning Committee playing a central role in drawing up and examining feasible plans and policies based on self-study activities.

There are other issues the University needs to address as well. The University has not established education policies for each degree program, and problems are found in the development of syllabuses and the monitoring and evaluations of student learning outcomes. The University's social cooperation and contribution activities fail to establish the necessary policies and responsibility systems. In terms of educational environment, the University lacks laboratory facilities, and the University's administration faces the challenges of reviewing its regulations, strengthening its administrative organizations, and stabilizing its financial base. To solve these issues and improve its educational and research activities, the University should immediately develop and effectively operate the above internal quality assurance system. Being the first time to receive the Institutional Certified Evaluation and Accreditation, the University is expected to appropriately formulate policies related to its various activities, and make systematic efforts to advance these activities while implementing improvements through consistent self-study to assure the quality of its education and other activities.

Notable Strengths

Student Support

- Multiple full-time faculty members are assigned as tutors for each academic year. They conduct regular consultations with all students to monitor their situations and share the information at the Tutors' Meeting held periodically to discuss the necessary measures for each student. As for guidance, the University utilizes the results of their entrance examinations and basic achievement tests taken at the time of enrollment as well as their grades for each year to continuously provide students with guidance, including counsel on their daily lives. It is commendable that the University offers

comprehensive study support under a well-developed guidance system, with these efforts expected to help prevent students from repeating an academic year or withdrawing from the university.

Suggestions for Improvement

Mission and Purpose

- The University has not drafted medium- and long-term plans outlining its future visions. This issue should be improved with the Future Planning Committee playing a central role in formulating feasible medium- and long-term plans based on the University's self-study results.

Educational Program and Outcome

- The degree award and curriculum design and implementation policies are not established for each degree conferred in the Faculty of Health Care. This issue should be improved with these policies appropriately specified and the system to inspect and assess the appropriateness of the curriculum established.
- The syllabuses of some classes lack adequate descriptions of the grading methods and criteria. This situation should be improved and a system developed to check the content of the syllabuses.
- The University analyzes the grade point averages (GPA) for student guidance, but with the analysis used solely for grading, the learning outcomes stated in the degree award policy are not sufficiently monitored and evaluated. This issue should be improved.

Education and Research Environment

- The shortage of laboratories has resulted in cases where seminar rooms designed for students are used by faculty members for their experiments. This situation indicates that the University has not created an appropriate learning environment to conduct educational and research activities in the medical fields involving clinical practice. In the years ahead, the University needs to clarify the policies pertaining to its

educational and research environment before steadily implementing the inspections and assessments, thereby drafting and carrying out concrete improvement plans.

Social Cooperation and Contribution

- Many of the University's social cooperation and contribution activities are initiated by individual faculty members and students, and are not systematically and sufficiently conducted as the University's own initiatives. To realize its mission, the University should address this issue by clarifying the policies and responsibilities for taking the initiative in promoting social cooperation and contribution activities as well as the organizations for promoting these efforts in order to respond to regional needs and more actively participate in such activities.

University Management and Finance

- The decision-making authority and roles of the executives, excluding the president, are not stipulated. This issue should be improved with the regulations reviewed and appropriately specified.
- The University's administrative organization does not smoothly and effectively operate the corporation and university management, support educational and research activities, and develop an academic/administrative collaboration system due to the shortage of full-time administrative staff members. The University also does not implement systematic measures to enhance the quality of its academic/administrative staff members involved in university management. These issues should be improved.
- The ratio of financial assets to the required reserve funds is low, and the financial base is not sufficiently stabilized. In the years ahead, the University should improve this issue by formulating and implementing financial plans that include specific numerical targets and development measures with the aim of stabilizing its financial base.

Recommendations

Internal Quality Assurance

- The Future Planning Committee, established under the Administrative Council since

fiscal 2018, is positioned as an organization responsible for promoting internal quality assurance, but its role in internal quality assurance is not clarified, and the committee presently does not serve to promote internal quality assurance. The University annually conducts self-study, with each faculty department making improvements based on the results, but the committee reports on other educational and research activities are inspected and assessed solely by each council responsible for the committees, and the self-study results are not utilized to develop improvement processes. The University must correct this issue by developing an effective internal quality assurance system after establishing the policies and procedures for internal quality assurance, with the Future Planning Committee supporting the PDCA cycle for each faculty and graduate school to operate a university-wide PDCA cycle.

Faculty and Faculty Organization

- In fiscal 2018, the number of full-time faculty members required in the Standards for Establishment of Universities was two short in the Department of Clinical Laboratory Science, Faculty of Health Care. This issue must be corrected with the faculty appropriately organized. To deal with the progressive shortage of full-time faculty members, the University needs to specify the type of faculty members desired, establish policies for its faculty organization, and inspect and assess their appropriateness, thereby assuring the quality of its faculty and faculty organization.