

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

University of Shizuoka



Basic Information of the Institution	
Ownership: Public	Location: Shizuoka, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for the University of Shizuoka

Overview

The University of Shizuoka defines its purpose as “cultivating talented human resources who can respond to the needs of the times and the local community by imparting a broad range of knowledge as an academic center, teaching and researching specialized arts and sciences in depth, and developing intellectual, moral, and applied abilities, while returning superior educational and research outcomes to the community as an open university, thereby actively contributing to the advancement of culture and the development of society.” To achieve this purpose the University sets forth five principles, including “To be open to citizens as it collaborates with local communities,” and pursues its objectives in education, research, regional contribution, and international exchange. Shizuoka Prefecture, which established the University, has laid out the Third Shizuoka Prefectural University Corporation Medium-Term Goals (hereafter “Third Medium-Term Goals”) for the six-year period from AY2019 to AY2024 to present the management goals to be achieved as a university corporation. To attain the medium-term goals, the University has formulated the Third Shizuoka Prefectural University Corporation Medium-Term Plan (hereafter “Third Medium-Term Plan”) to manage the school. For example, to achieve the goal of contributing to the local community, the University has outlined specific measures for “cooperating with the local community and other groups,” “returning educational and research resources to the community,” “encouraging student participation in the local community,” and “developing a system for promoting regional contribution.”

Regarding internal quality assurance, following JUAA’s previous certified evaluation and accreditation results, the University established the University of Shizuoka Internal Quality Assurance Regulations (hereafter “Internal Quality Assurance Regulations”) in AY2021, and developed an internal quality assurance structure with the University of Shizuoka Quality Assurance Committee (hereafter “University Quality Assurance Committee”) positioned as a promotion organization tasked with conducting inspections and assessments based on ten items stipulated in JUAA’s University Standards. Progress management of the Third Medium-Term-Plan and annual plan is led by the Shizuoka Prefectural University Corporation Medium-Term and Annual Plan Promotion Committee (hereafter “Medium-Term and Annual Plan Promotion

Committee”). With regard to the overlapping items in the University Standards and the implementation status of the medium-term and annual plans, the Internal Quality Assurance Regulations states that a performance report on the medium-term or annual plan can be used for internal quality assurance.

As for education, the University conducts active learning activities to learn from the community and return the outcomes. For example, the School of Management and Informatics provides lessons in which students participate in various activities in cooperation with the local community, such as developing products through regional Industry-Government-University collaboration, operating student consulting projects for local businesses, stores, and agriculture firms, promoting regional revitalization with cooperation between local residents and students, and developing tourism resources in collaboration with the community.

As mentioned above, the University engages in initiatives to return its educational and research outcomes to society in line with its principles and the Third Medium-Term Plan. Notably, the Fuji-no-Kuni Innovation Promotion Organization is involved in developing and marketing Shizuoka Prefecture’s locally produced functional foods, and the Tourism Research Center offers courses aimed at revitalizing local tourism. These are highly commendable initiatives expected to cultivate specialists who can play an active role for the benefits of the local community. Other activities include producing and promoting a picture book in multiple languages about the legend of “hagoromo (celestial maiden’s robe)” rooted in the prefecture, and organizing the student-led “Tabemono Cafe: Food Support for Students in Need” program that provided food to students financially stressed during the coronavirus pandemic. These activities voluntarily initiated by students, faculty, and staff members are among the University’s distinctive features.

There are several areas of improvement the University should address, however. In terms of internal quality assurance, improvement efforts based on the inspection and assessment results are left to each division, and the University Quality Assurance Committee insufficiently supports university-wide systematic improvements. The coordination between the University Quality Assurance Committee and the Medium-Term and Annual Plan Promotion Committee is also unclear. These issues should be addressed. As for student enrollment, some departments have excessive quota fulfillment in their student enrollment cap, and this situation must be corrected with the undergraduate schools’ student quotas thoroughly managed. In terms of faculty and faculty organization, some graduate schools do not conduct their own faculty development (FD) activities for educational improvements, activities that should be

implemented appropriately. In addition, some graduate schools have identical screening criteria for dissertations in their program, and research guidance plans are not defined in certain graduate schools and programs. Efforts should be made to address these inadequacies. Moreover, some undergraduate and graduate schools lack adequate descriptions of their curriculum policies, and fail to connect the monitoring of student learning outcomes to their diploma policies. These issues should be addressed.

In the years ahead, the University is expected to address the above issues by developing and operating the university-wide PDCA (Plan-Do-Check-Act) cycle while respecting the autonomy of each division. The University is also expected to review the outcomes of its distinctive initiatives led by students, faculty, and staff members as mentioned earlier, and provide appropriate support, thereby progressing further as a public university rooted in the community.

Notable Strengths

Social Cooperation and Contribution

- The Third Medium-Term Plan sets forth the key target of “fostering human resources with practical knowledge, creativity, and communication skills through integrating the different fields of life sciences, the humanities, and social sciences.” To this end, the Fuji-no-Kuni-Innovation Promotion Organization is involved in creating and providing databases and platforms aimed at developing and marketing functional foods using Shizuoka Prefecture’s specialties as well as promoting residents’ health through food. Moreover, the Tourism Research Center, newly established to revitalize tourism in the prefecture, plays a central role in supporting courses targeting businesses and regional revitalization projects based on tourism. It is highly commendable that the University utilizes the expertise of the undergraduate and graduate schools and faculty members to conduct regional contribution activities and help cultivate human resources who can play an active role for the benefits of the community.

Suggestions for Improvement

Internal Quality Assurance

- A new internal quality assurance system was developed in AY2021 with the University Quality Assurance Committee positioned as a promotion organization. However, improvements based on the inspection and assessment results are left to undergraduate, graduate, and other divisions, and no methods are in place for the committee to provide support for these efforts. Moreover, the new system is vaguely connected to the improvement cycle led by the Medium-Term and Annual Plan Promotion Committee tasked with the University's medium-term and annual plans, as was pointed out in JUAA's previous certified evaluation and accreditation results. More should be done to examine appropriate ways to operate the internal quality assurance system, clarify the university-wide PDCA cycle, and enhance the University's education and research.

Educational Program and Learning Outcomes

- The basic concept of curriculum implementation is not specified in the curriculum policies of the School of Pharmaceutical Sciences; Master's Program in the Graduate Program in Pharmaceutical Sciences, Graduate School of Integrated Pharmaceutical and Nutritional Sciences; Doctoral Program in the Graduate Program in Pharmaceutical and Nutritional Sciences, Graduate School of Integrated Pharmaceutical and Nutritional Sciences; Master's Program and Doctoral Program in the Graduate Program in Food and Nutritional Sciences, Graduate School of Integrated Pharmaceutical and Nutritional Sciences; Master's Program and Doctoral Program in the Graduate Program in Environmental Health Sciences, Graduate School of Integrated Pharmaceutical and Nutritional Sciences; and Master's Program and Doctoral Program in the Graduate School of Nursing. This issue should be addressed.
- The Graduate School of Management, Informatics and Innovation has established the screening criteria for dissertations in each program, but the contents are identical. This issue should be addressed.
- Student learning outcomes are measured based on a rubric in the School of Food and Nutritional Sciences and the School of Management and Informatics, oral presentation evaluations and exercise grading tables in the Graduate School of Integrated Pharmaceutical and Nutritional Sciences, and the monitoring and evaluations of credits, final exam grades, and other items in the Graduate School of

Management, Informatics and Innovation. However, the connection of these methods to the diploma policies is unclear. This issue should be addressed.

Faculty and Faculty Organization

- The Graduate School of Integrated Pharmaceutical and Nutritional Sciences and the Graduate School of Management, Informatics and Innovation do not conduct their own FD activities for educational improvements. These activities should be appropriately implemented.

Recommendation

Educational Program and Learning Outcomes

- Research guidance methods and schedules as research guidance plans are not specified in the Master's Program and Doctoral Program in the Graduate Program in Food and Nutritional Sciences, Graduate School of Integrated Pharmaceutical and Nutritional Sciences, and the Master's Program and Doctoral Program in the Graduate Program in Environmental Health Sciences, Graduate School of Integrated Pharmaceutical and Nutritional Sciences. This issue must be corrected with these items specified and clarified to students beforehand.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is high at 1.30 in the Department of International Relations, School of International Relations. This ratio must be lowered with the school's student quotas thoroughly managed.