University Accreditation Results

(Results for Certified Evaluation and Accreditation for university)

Nagoya University of Foreign Studies

Basic Information of the Institution
Ownership: Private   Location: Aichi, 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 Nagoya University of Foreign Studies

Overview

Nagoya University of Foreign Studies, founded on the spirit of "human education and practical learning," defines its mission as cultivating human resources who can contribute to the creation and advancement of local cultures and the enhancement of human welfare to engage in educational and research activities as a multidisciplinary university of foreign studies. To achieve this mission, the University has formulated World Future Project 2023 (WFP 2023) as a medium-term plan from AY2019 to AY2023. The plan outlines action plans in five domains that include strengthening information dissemination as a foreign studies center, collaborating with other higher education institutions in Japan and abroad, and contributing to the local community, with a view to cultivating "world human resources" with a strong sense of compassion and excellent critical thinking skills, based on a superior command of foreign languages as well as high levels of intelligence, initiative skills, and awareness of social contribution to live strenuously in the era of "Society 5.0" (concept of a future society envisioning a sustainable socio-economic system powered by digital technologies). To promote internationalization during the period of its medium-term plan, the University has developed Internationalization Promotion Vision 2023 (NUFS World Future Project) to lay out specific initiatives in six areas, such as upgrading and streamlining its English and multilingual education programs to develop "world human resources."

As for education, the University has established the purpose of human resource development as well as diploma and curriculum policies for each school, department, and graduate program, with systematic curricula designed to clarify the connection between the student learning outcomes stated in the diploma policy and lesson subjects. The University monitors and evaluates student learning outcomes based on Nagoya University of Foreign Studies Assessment Policy (hereafter "Assessment Policy"), and has introduced diploma supplements to visualize the learning outcomes at the time of graduation in radar charts, and begun using the data for institutional research. Among the University's distinctive initiatives is the Cross-departmental English Language Program (CELP) upgraded from the active learning Power-up Tutorial (PUT) lessons taught by foreign teachers in small groups to integrate lessons and research themes, and combining the Core English course aimed at acquiring comprehensive English language proficiency.

CELP helps students acquire not only language skills in stages during the four years, but other practical skills necessary for discussions in foreign languages as well. The University also applies the PUT lessons to Chinese and French language courses, and promotes study abroad with various forms of financial support. These educational approaches and methods are effectively improving the students' language skills necessary for studying abroad.

Moreover, the University assigns faculty advisors to all schools and departments to provide professional assistance and counseling to students in need of early support, with the advisors serving as a contact point for responding to students based on their study needs and other conditions on campus while working with faculty and staff members at relevant divisions and departments. These efforts have contributed to low dropout rates among undergraduate students, and it is highly commendable that faculty members are actively involved in offering consultation and learning support to students.

There are several problems the University needs to address, however, in terms of internal quality assurance, apart from the above educational approach and support efforts. The University has developed an internal quality assurance system with the President's Council Meeting positioned as a responsible internal quality assurance body, but the meeting does not conduct periodic and systematic inspections and assessments, the key tasks of assuring the quality of the University's educational and research activities; nor does it discuss improvement measures based on the inspection and assessment results, issue instructions for improvement, or offer support to each division. With the lack of systematic inspections and assessments pointed out in JUAA's previous certified evaluation and accreditation results, the University must correct this situation by exploring methods of carrying out these tasks and creating inspection and assessment criteria and an implementation cycle. Furthermore, the roles of the other meeting bodies involved in educational reform and the decision-making process regarding internal quality assurance are unclear, and the University is expected to streamline this system. As for other issues, some schools and departments have insufficient quota fulfillment in student enrollment, and should improve their quota management by stepping up their student recruitment activities. Moreover, the University is expected to make more efforts to conduct well-planned, systematic faculty development (FD) activities to enhance its educational and research activities and to provide teaching assistants (TAs) with better training.

The University has set out a medium-term plan aimed at developing human resources who can respond to the advent of Society 5.0 as well as Internationalization Promotion Vision 2023 (NUFS World Future Project) to provide carefully planned

education and specifically designed student support activities. To advance these distinctive initiatives, the University is expected not only to review the effects of its individual activities based on the three diploma, curriculum, and admission policies, but also regularly inspect and assess the appropriateness of such elements as improving the faculty organization and faculty members' skills and abilities necessary to enhance its educational programs and teaching methods, providing student support in extracurricular activities, and upgrading the facilities and equipment for these activities. The University is also expected to establish an improvement and enhancement cycle to assure its education quality at the university-wide level, school/graduate program/division levels, and lesson subject level under the internal quality assurance system.

Notable Strengths

Educational Program and Learning Outcomes

- The Center for Language Education and Development (CLED) operates the Cross-departmental English Language Program (CELP) upgraded from the active learning Power-up Tutorial (PUT) lessons taught by foreign teachers in small groups to acquire language skills. The program combines the intensive Core English course aimed at acquiring the skills necessary for English language proficiency to help students improve their language skills during the four years as well as practical English skills in terms of conversation strategies. With the PUT lessons also introduced to Chinese and French language courses, the University is developing its own teaching materials and advancing its educational methods, such as giving students research assignments in class. It is commendable that the program provides effective educational approaches and methods for students to acquire the advanced foreign language proficiency required for studying abroad, including analytical and communication skills applicable to specialized research.

Student Support

- All schools and departments have full-time faculty members in place who serve as class or academic advisors to provide learning support in cooperation with staff and other faculty members in the departments. The advisors work with certified psychologists at the University's health center and other counselors to offer consultation to students with the records shared at departmental and other meetings.

The schools and departments require students who change their enrollment status to meet with advisors, and faculty members actively approach these students based on their studies and other conditions on campus by contacting them and their guarantors. It is commendable that advisors work as a contact point for providing appropriate assistance to students in need of professional guidance and support, with their efforts contributing to the undergraduate school's low dropout rates.

Suggestions for Improvement

Student Enrollment

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is low at 0.82 in the Department of French Studies in the School of Foreign Studies, and the ratio of student enrollment to the student enrollment cap is also low at 0.86 in the same department. These ratios should be improved with the school's student quotas thoroughly managed.

Recommendation

Internal Quality Assurance

- The University states that it conducts inspections and assessments at an appropriate time and level, and annually inspects the progress of its medium-term plan, but the inspections and assessments are insufficient as the University does not identify the strengths and issues to be addressed. The President's Council Meeting specified as the responsible internal quality assurance body fails to discuss improvement measures based on the self-study results; neither does it issue instructions for improvement nor provide support to each division. Moreover, the internal quality assurance system is vague in specifying the roles of the President's Council Meeting, Teaching and Learning Management Meeting tasked with educational reforms, and University Council involved in the university-wide decision-making process. With the issue of implementing systematic self-studies pointed out in JUAA's previous certified evaluation and accreditation results, the University must work to correct this inadequacy by designing the criteria, implementation cycle, and other items required to carry out more effective self-studies, while streamlining its internal quality assurance system to make further improvements.