

KAGAWA NUTRITION UNIVERSITY (女子栄養大学)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

According to its school philosophy and basic principles, the institution has concisely and clearly stated the mission and objectives of the university and graduate schools in their school rules. Such mission and objectives were also publicized internally and externally through various kinds of printed matter, such as a university brochure and a student recruitment guide, as well as the website and themed exhibitions. The educational philosophy is to “nurture professionals capable of putting the school philosophy into practice through dietary education based on nutritional science”. To achieve that goal, the institution has promoted education and research activities focusing on “food and health”, and its officers and school staff have strived to put the philosophy into practice on their own, and to cultivate human resources required for society. The institution made efforts to disseminate its basic educational principles outside the school in response to the needs of society by mobilizing its intellectual, human and physical resources, and conducted self-inspections and evaluations every year to cope with changes in the social situation. By doing this, it has confirmed how its mission and objectives have been achieved. Reflecting its mission, goals, and educational objectives, it formulated a mid- and long-term plan for the academic organization aiming to achieve the goal set for five years from 2015. It has improved its organizational structure for education and research from a broader perspective of “food and health” to ensure consistency with its mission, goals and educational objectives.

“Standard 2. Learning and Teaching”

The institution clearly defined and publicized three policies (i.e., diploma policy, curriculum policy and admission policy) for the university, departments and courses, and graduate schools, which were operated through various entrant selection methods, and devised educational curricula, many different types of learning support, and strict accreditation and graduation/completion certification. It created a structure to accept opinions on class lessons and learning support from students. For career development, it offered support programs that enable teachers and other school staff to work together to provide detailed placement assistance. The achievement of educational objectives was inspected and evaluated through learning condition surveys and academic ability tests, and feedback about the results of inspections and evaluations was provided to improve educational content and learning instruction. For school life and extracurricular activities, proper support was provided through a committee. The required number of full-time teachers and professors was secured, and full-time teachers who can give instruction on acquiring qualifications were appropriately appointed. The “Basic and Liberal Arts Education Conference” was established to examine liberal arts education. For achievement of its educational objectives, appropriate facilities and equipment were established and used effectively. Construction to secure the safety of facilities and equipment, as well as reinforcement and renovation of buildings, were implemented in a planned way with consideration for user-friendliness, such as barrier-free access.

“Standard 3. Management, Administration and Finance”

The institution established an administrative operation system for each division of the school organization and governing body while maintaining management discipline and integrity, and continued efforts to achieve its mission and objectives. The administrative sections and academic sections were operated properly, and have communicated with each other. To implement strategic decisions, it organized the standing board committee and the officers' meeting under the board of directors, which aim to engage in consultations, including prior discussion on matters to be presented to the board of directors or the board of councilors. With the help of these committees and meetings, it ensured proper operation of the board of directors as the highest decision-making body. Under the leadership of the administrative director, the “School Reform Promotion Council” has strived to find solutions by inviting opinions on problems. Various rules were formulated in compliance with applicable laws and regulations to ensure quality assurance, and internal auditing and whistle-blowing systems were operated in accordance with such rules. The institution made adequate efforts for environmental conservation, prevention of harassment, emergency response, etc. It took organizational measures to improve staff qualities and abilities by holding a Staff Development (SD) Workshop ongoingly. A stable income and expenditure balance was maintained, and a stable financial base ensured. Appropriate accounting procedures and accounts audits were implemented. To grasp the overall operations of the governing body, the auditor-secretary attended various meetings, including the board of directors, the board of councilors and the standing board committee, shared information with the representative of the auditing firm and the governing body, and made an audit report. This means that the institution has ensured proper auditing as regards performance of the governing body.

“Standard 4. Self-inspection and Evaluation”

The institution formulated the “Kagawa Education Institute of Nutrition Self-inspection and Evaluation Committee Rules” in 2005, and conducted self-inspections and evaluations every year since 2007. It publicized the “Self-inspection and Evaluation Report” on the website in order to properly share self-inspection and evaluation results within the school, and disclose them to the public. It properly established and operated a self-inspection and evaluation system that enables the self-inspection and evaluation committee to request the board of directors to take any reform or improvement measures when the committee considers that improvement is needed. Regarding matters that need to be improved, it created a mechanism to prepare an improvement plan, to check the results from the aspect of implementation, evaluation and improvement when making a self-inspection and evaluation report for the next year, and to develop improvement measures. Under this mechanism, a PDCA cycle has played an effective role for reform and improvement. In 2015, it organized a special committee for institutional research (IR), aiming to build a database that allows to enhance the IR function, and to analyze and disseminate information in an integrated way.

To sum up, the institution has sustained various inventive approaches to provide distinctive education responding to the changing times, while upholding the tradition of the first faculty of nutrition in Japan, according to its mission, goal and educational objectives based on its school

philosophy. It has excellent credentials as a first-rate institution of higher education which has produced good job-placement results through learning support, school life support, and placement assistance which were provided in cooperation between teachers and other school staff, maintaining a stable financial and management base. It has made a social contribution as a practical and intellectual base in the field of nutritional science.

For details of “Standard A. Collaboration with Society”, which are set forth as the institution’s unique initiative based on its mission and objectives, please refer to the general remarks on the standard.