

NAGANO UNIVERSITY (長野大学)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

The institution received funds and land from the former Shioda Town (presently Ueda City) in Nagano prefecture, and founded as a DBO (Design-Build-Operate) project fully funded by a local government. It has three faculties: Faculty of Social Welfare; Faculty of Tourism and Environmental Studies; and Faculty of Business and Informatics.

The institution’s school philosophy consists of four items: (1) Provide an ideal educational and research foundation making best use of the breezy natural environment; (2) Deepen human contact by small-group education to foster people with a holistic sense of view; (3) Develop a broad social point of view without focusing only on specialized and technical education”; and (4) Learn to practice academic theories in daily life through close connection with local communities.

Based on the school philosophy, the institution developed the “NAGANO UNIVERSITY Charter” whose preamble includes its mission, and has specified its objectives in the school rules.

The institution has publicized its mission and objectives via the website, as well as through various printed matter, such as a learning guide and university brochure for entrance test takers.

“Standard 2. Learning and Teaching”

Based on the “Nagano University Charter”, the institution has set a goal to train students to be “educated professionals”. Toward that goal, it has defined its admission policy for each faculty, which was publicized through the website and the student recruitment guide. It has accepted a sufficient number of students to fulfill its student quotas.

Specialized educational curricula for each faculty were designed systematically according to the curriculum policy. According to its policy for designing liberal arts education, the institution aimed to cultivate human resources “capable of multifacetedly and comprehensively grasping various modern social issues, and precisely recognizing and performing their own roles against a backdrop of nature, culture and climate in Shinshu”.

Each faculty and the education support division worked together on provision of learning support. They conducted a “School Life Actual Condition Survey” to improve student services, and took improvement measures based on the results.

The institution introduced a five-year tenure system for teachers, and conducted class observation as peer review in order to promote efforts for educational reform.

“Standard 3. Management, Administration and Finance”

In accordance with the articles of endowment and the rules on organizational ethics, including working regulations and office regulations, the institution has ensured proper operations. In order to facilitate prompt strategic decision-making toward the achievement of its mission and objectives, it established the “Managing Board of Directors” which has performed day-to-day tasks.

With the revision of the School Education Act in 2014, the institution reviewed related internal rules for the purpose of establishing the principal’s leadership over its operations, and clearly stated

that the principal shall make the final decision on important matters about education and research activities.

Four teachers, including the principal, were appointed to the board members of the school corporation as representative of the academic affairs sections to participate in the corporation's decision-making, and assume their share of management responsibility.

The institution has strived to develop staff management skills, and encouraged them to acquire many different types of qualifications.

Accounting procedures were properly maintained in accordance with the Accounting Standards for School Corporations, as well as guidance and advice from accounting audit outsourcing contractors.

“Standard 4. Self-inspection and Evaluation”

The institution built a permanent structure for self-inspection and evaluation in accordance with the “Regulations on Self-inspection and Evaluation” stipulated in 1997, and has conducted a self-inspection and evaluation on a four-year cycle, in principle.

For self-inspection and evaluation, the institution collected and organized data from each organization, and put the Self-inspection and Evaluation Committee in charge of centralized control over such data. At the same time, it posted the data on the website so as to make it available to all school staff.

The results of self-inspections and evaluations were reported to the faculty meeting and the “Managing Board of Directors”. When the results show any problem, the principal and the deputy principal are supposed to take responsibility for examining specific improvement measures, including improvement of class teaching methods and student support.

To sum up, the institution has clearly defined its admission policy that forms the basis of entrant acceptance procedures, policy for designing educational curricula, and educational concept according to its school philosophy, mission and objectives, and has made efforts to secure students who match the ideal student image. On the assumption that students will “play an active part in local communities”, it has focused on activities through interaction with their community, and has received high commendation from society as a locally-based university.

For details of “Standard A. ‘Live with Community’--A University’s Responsibility and Solution of Local Issues”, 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.