

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

Doshisha Women's College of Liberal Arts



Basic Information of the Institution	
Ownership: Private	Location: Kyoto, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

Certified Evaluation and Accreditation Results for the Doshisha Women's College of Liberal Arts

Overview

In 1949, the Doshisha Women's College of Liberal Arts (hereafter, the College) succeeded Joshijuku, a women's school founded in 1876, as the result of the reform in the educational system in Japan. It established itself as a single subject school containing the Faculty of Liberal Arts. Thereafter, the College established new departments, faculty, and graduate schools, and has gone through reorganization. Currently, the College contains five faculties, the Faculty of Liberal Arts, the Faculty of Contemporary Social Studies, the Faculty of Pharmaceutical Sciences, the Faculty of Culture and Representation, and the Faculty of Human Life and Science. Additionally, there are four graduate schools: the Graduate School of Literary Studies, the Graduate School of International Social Systems Studies, the Graduate School of Pharmaceutical Sciences, and the Graduate School of Human Life and Science. There are two campuses: Kyotanabe Campus is located in Kyotanabe City, Kyoto Prefecture, and Imadegawa Campus is located in Kyoto city, Kyoto Prefecture. The College has engaged in education and research activities according to the founding spirit of "Christianity, Internationalism, and Liberal Arts."

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the College has made notable efforts to spread the founding spirit to the faculty, staff, and students by using the school's acronym, "DWCLA10", and by Christian volunteer activities to succinctly indicate the basic and general competencies which the educational spirit of the liberal arts aims to cultivate. However, there are issues that should be improved, for example, the maximum number of credits students can register in a year has been set high except in the Faculty of Pharmaceutical Sciences.

Notable Strengths

Educational Content, Methods, and Outcome

- The College has made efforts to make the curriculum comprehensive for students. By showing the learning outcomes listed in the policy on degree award intelligibly as "DWCLA10," the English acronym of the school, the College has made clear "the ten competencies students are expected to develop by graduation" and the relationship between each subject and "DWCLA10." It is commendable that through those efforts, students' understanding of the policy on degree award have deepened and students learn more actively by identifying the importance of basic and general competencies in addition to acquiring specialized competencies.
- In the Department of English in the Faculty of Culture and Representation, the traditional subjects of Shakespeare Production I and II are taken by the third year students, at which students can learn the historical background of Shakespeare's works, careful reading of his dramas, and speech training. Based on such learning, the fourth year students taking Shakespeare Production III give a public performance of a play by Shakespeare in the original language (sixteenth-century English), and students actively engage in the production, taking on roles such as the assistant director, casts, and stage staff. It is commendable that through these experiences students not only achieve the educational objectives of the department, but also cultivate creativity, presentation skills, communication skills, leadership or initiative, cooperation, and a sense of responsibility as listed in "DWCLA10."

Student Support

- The support system of introducing a freshman (known as a “little sister”) to an upperclassman (known as a “big sister”) has taken hold, and many students participate in this system. It is commendable that freshmen who participate reduce their anxiety by receiving advice from upperclassmen about student life in general and about studying (e.g., course taking). They also often seek employment by regarding their “big sister” as a role model, while a big sister herself grows as she mentors the little sister.

Social Cooperation and Contribution

- Based on a founding spirit, Christianity, students have actively engaged in a work camp in the social welfare corporation, holding regular in-house concerts at several affiliated hospitals, performing volunteer activities in children’s foster homes or nursery centers, and sharing their experiences at the regular chapel hour. Also, the College intends to enhance organized support by setting up the Volunteer Activity Support Center in order to respond to the requests for collaboration and cooperation from the outside. These efforts are a commendable example of social contribution.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The curricula of the doctoral programs in the Graduate School of Literary Studies do not appropriately combine coursework and researchwork. Considering the purpose of the credit-based degree granting system, the doctoral program should offer appropriate educational content.
- The maximum number of credits students can register in a year has been set high at 56 in the third and fourth year in the Department of Music and the Department of Information and Media in the Faculty of Liberal Arts, the Department of Social System Studies in the Faculty of Contemporary Social Studies, the Faculty of Culture and Representation, the Department of Human Life Studies in the Faculty of Human Life and Science, and in the Department of International Studies in the Faculty of Liberal Arts; at 56 in the first year and at 60 in the second to fourth year in the Department of Childhood Studies in the Faculty of Contemporary Social Studies; and at 56 in the second to fourth year in the Food Science Major in the Department of Food Science and Nutrition in the Faculty of Human Life and Science. These numbers should be improved in accordance with the purpose of having a credit system.
- In the doctoral programs in the Graduate School of Literary Studies and the Graduate School of Pharmaceutical Sciences, some students complete all the requirements except the dissertation and leave the College before completing their dissertation requirement within the time limit. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students who continuously enroll. This is not an appropriate use of the system. In accordance with the purpose of having doctoral programs, the university should create measure to enhance the degree completion within the required time frame.
- The master’s and doctoral programs of the Graduate Schools have not clarified the criteria for examining degree-seeking theses and dissertations. This situation should

be improved, by clearly stating them in the student handbook (and other handbooks).

Enrollment

- The ratios of enrolled students to the student enrollment cap are low in the following graduate programs, at 0.20 in the Graduate School of International Social Systems Studies, and at 0.46 in the Graduate School of Human Life and Science. Also, the ratio of transfer students to the transfer student admission cap is low at 0.05 in the Department of Music in the Faculty of Liberal Arts, but high at 1.40 in the Department of English in the Faculty of Culture and Representation. This should be improved.