

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

**Japan Women's University**

<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
<b>Related Links</b>	
Japan Women's University: <a href="http://www.jwu.ac.jp/eng">http://www.jwu.ac.jp/eng</a>	
Full Text of the Accreditation Results (in Japanese): <a href="http://www.juaa.or.jp/accreditation/university/result_2012.html">http://www.juaa.or.jp/accreditation/university/result_2012.html</a>	
Accreditation Standards, Process and other related information (in English): <a href="http://www.juaa.or.jp/en/accreditation/university.html">http://www.juaa.or.jp/en/accreditation/university.html</a>	

## **Certified Evaluation and Accreditation Results for Japan Women's University**

### **Notable Strengths**

#### *Education and research organization*

- It is commendable that Japan Women's University has developed productive systems for education and research. For example, at the Sogokenkyujo ("General Research Institute"), faculty and staff of the kindergarten run by the university and other centers collaborate in research and education, and the university provides funding support for research at the Sogokenkyujo. In 2012, the university funded nine research projects for joint interdisciplinary research. Examples of research themes include: "Research toward Peace Education Practices and Curriculum Development in Integrated 9th-12th Grade Education" and "Founder Jinzo Naruse and the Establishment of a Historical Archive Research Database." These efforts have contributed to education and research and have been utilized in the curriculum development and the improvement of the educational environment on the campus.

#### *Faculty and faculty organization*

- It is commendable that the university has actively hired and supported female faculty members as they serve as role models for the students. For example, the university's Multi-Career Paths Support Model for Women Researchers enables women to continue research while giving birth to and rearing children. As a result, the share of female faculty members, even in the Faculty of Science which has few female faculty members, has increased from 30 to 40 percent in the three years since 2006 when the project started.

#### *Educational content, methods, and outcome*

- It is commendable that the university offers programs to enhance professional knowledge and skills. For example, the Faculty of Human Sciences and Design, the Faculty of Humanities, and the Faculty of Integrated Arts and Social Sciences offer courses to enable students to acquire specialized knowledge and skills to work in fields such as teaching, tourism, and public service. Moreover, the Career Design Course in the Graduate School of Human Sciences and Design offers students a chance to consider their own career development and to get practical guidance in their job search process. Students have mentioned that these courses are very useful, providing them with a practical means to plan their future. The number of students taking these courses in the Faculties of Human Sciences and Design and the Faculty of Integrated Arts and Social Sciences are increasing year by year. In short, the university has offered career education programs that would meet student needs from a variety of perspectives.

#### *Social cooperation and contribution*

- It is commendable that the university has created the Lifelong Learning Center's Recurrent Education Program that supports women who have terminated working for a variety of reasons such as marriage, child rearing, and nursing the aged to reenter the workforce. This is the first program of its kind in Japan to offer training for a whole year (two terms) regardless of their alma maters, working experience, or age. Guidance and counseling for individuals provide job-hunting tips and 100 percent of those who take this course find jobs.

- It is commendable that the university has made social contributions in a variety of ways. The local community and the Faculty of Integrated Arts and Sciences have jointly organized Sakulabo, which offers courses to teach PC and cell-phone skills. They have also held the Machiokoshi (“town development project”) concerts that are part of the Yomiuri Land Station Mae Urban Project. Students have collaborated in designing products with stores in the local shopping district, which have been designated specialties of Tama Ward in Kawasaki City. These efforts encourage students to contribute to the local community. Furthermore, the Faculty of Science has held Summer Schools for three days since 2006 every year, offering courses with contemporary themes in mathematics, physics, chemistry, and biology with 100 participants. The university has also invited elementary school students to attend its Summer Vacation Science Workshop and the Bunkyo Ward Special Science Workshop, which is an excellent effort contributing to early science education.

### **Suggestions for Improvement**

#### *Faculty and faculty organization*

- Initiatives to improve the quality of faculty, other than efforts for improvement of classroom instruction methods, are insufficient as only reports from Faculty Development (FD) meetings are passed around. This should be improved.

#### *Educational content, methods, and outcome*

- The criteria for examining degree-seeking dissertations have not been clarified for each Graduate School. They should be specifically stipulated and communicated to the students through the Student Handbook (and other handbooks).

#### *Enrollment*

- Some of the undergraduate Faculties and Graduate Schools do not clearly project images of the kind of students they are looking for in their admission policies. This should be improved.
- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.25 in the Faculty of Humanities in general, and 1.28 in the Department of History in the Faculty of Humanities in particular. The ratio of enrolled students to the student enrollment cap is high at 1.27 in the Faculty of Humanities, with 1.28 in the Department of English and 1.27 in the Department of History. In contrast, it is low at 0.28 in the doctoral program in the Graduate School of Science. These numbers should be improved.

#### *Internal quality assurance*

- Efforts in self-studies and evaluations vary among the Faculties and Graduate Schools. In establishing a system of self-studies, the university should create a system placing the President at the core to lead a systematic internal quality assurance programs and to connect the self-study findings to improvements in each Faculty, Graduate School, and administrative unit.

### **Area of Serious Concern**

### *Enrollment*

- In the past five years, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.24 in the Faculty of Human Sciences and Design as a whole, and high in its respective departments: 1.24 in the Department of Child Studies, 1.22 in the Department of Housing and Architecture, 1.26 in the Department of Clothing, and 1.33 in the Department of Social and Family Economy. The average ratio is also high at 1.26 in the Faculty of Integrated Arts and Sciences as a whole, and in its departments: 1.23 in the Department of Psychology and the Department of Humanities and Cultures, 1.25 in the Department of Studies on Contemporary Society, 1.30 in the Department of Social Welfare, and 1.29 in the Department of Education. Moreover, the average ratio is high at 1.22 in the Faculty of Science as a whole, and 1.27 in the Department of Chemical and Biological Sciences in the same Faculty. The ratio of enrolled students to the student enrollment cap in the Faculty of Human Sciences and Design is high at 1.24, with 1.24 for the Department of Housing and Architecture, 1.28 in the Department of Clothing, and 1.34 in the Department of Social and Family Economy. In the Faculty of Human Sciences and Design, the ratio is also high at 1.22 in the Department of Psychology, 1.22 in the Department of Humanities and Cultures, 1.23 in the Department of Studies on Contemporary Society, 1.25 in the Department of Social Welfare, and 1.30 in the Department of Education. Moreover, the ratio is high at 1.21 in the Department of Chemical and Biological Sciences in the Faculty of Science. These numbers must be rectified.