

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

Kyoto Women's University



Basic Information of the Institution	
Ownership: Private	Location: Kyoto, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Certified Evaluation and Accreditation Results for Kyoto Women's University

Overview

Kyoto Women's University formulated the Second Grand Vision 2020-2029 (hereinafter, the "Second Grand Vision") to mark the 100th anniversary of its founding. Under its founding philosophy, the University aims to foster women capable of contributing to gender equality, create lifelong learning opportunities, and continue to generate new value in response to the changing times.

To materialize the Second Grand Vision, the University established the Centre for Gender Studies and Education in AY2022 to promote gender education and studies, address various gender-related issues, respect diversity, and contribute to gender equality. The Centre introduced the "Student Leader" system joined by students in support of its purpose, and undertakes various programs, including the Women's University Exchange Summit in cooperation with other women's universities and joint activities with companies. The University has also created the Gender Studies Program as a minor subject to promote distinctive education and research aimed at realizing its mission and purpose.

The University articulates its founding philosophy and sets forth the action guidelines of "Turning Uniqueness into Strength to Build a Future," while adopting the Rashi-Tsuyo (Uniqueness and Strength) Challenge system to provide financial support for extracurricular activities initiated by students to actively encourage their learning motivation. In AY2018, the University launched a certificate program designed to support women in pursuing a broad range of interests as a recurrent education project. The program has secured sustainable external funds in collaboration with other universities. A large-scale follow-up survey confirmed that many participants changed their mindsets and actions for career development after attending the program. This is a meaningful initiative that contributes to promoting women's participation in decision-making by fostering human resources who help realize gender equality.

In terms of internal quality assurance, the Internal Quality Assurance Promotion Meeting was established in AY2022 under a new system to operate as a promotion body. The University Evaluation Subcommittee under the meeting reviews each division's inspection and assessment results from a university-wide perspective, and drafts improvement proposals before formulating policies at the meeting and delivering

feedback to the departments, graduate schools, and divisions to encourage improvement activities. The University Reform Promotion Office, as an administrative office in charge, provides data and materials as necessary to support the operation of the internal quality assurance system. Steady efforts are also made to summarize the overall status of the University and to share best practices for other divisions to make improvements. Student learning outcomes are monitored and visualized as institutional research (IR) data, with a cloud system introduced to enable all faculties to browse the data and faculty members to access the information they need. The University is working to improve class delivery methods based on the inspection and assessment results of the curricula and educational methods, and some faculties have formed committees comprised of faculty members and students to incorporate student perspectives and improve the quality of their education. In the coming years, the University is expected to establish a mechanism that will allow students to see their learning achievements more clearly and elevate their level of achievement, with the outcomes shared on campus and off.

Issues regarding the graduate schools' faculty organization were resolved in AY2025, but in AY2024 the number of research supervisors required for the Standards for Establishment of Graduate Schools was one short in History (Doctoral Course) in the Graduate School of Letters. This shortfall arose despite being foreseeable, and should be addressed with an appropriate internal structure developed to implement well-planned personnel management. The graduate schools provide only a vague connection between the knowledge, understanding, and other abilities stated for each course and the screening criteria for dissertations, and should address the issue to overhaul the methods for monitoring and evaluating the learning outcomes. Moreover, some graduate schools have insufficient quota fulfillment, and discussions are underway to establish new graduate school programs and integrate or abolish courses. Further efforts are also required to fulfill the enrollment cap.

Notable Strengths

Education and Research Organizations

- The Centre for Gender Studies and Education, established to materialize the Second Grand Vision, features the “Student Leader” system joined by students in support of its purpose, and undertakes various initiatives that include joint programs with other women's universities and companies. It is commendable that the Centre supports student engagement in these activities with faculty members and students working

together.

Student Support

- The Rashi-Tsuyo Challenge system is aimed at transforming individual “rashisa,” or uniqueness, into strengths to nurture social skills. It is supported by internal grants and promoted as a key extracurricular program designed for students to achieve high-level learning outcomes, such as “independence,” “knowledge and understanding,” and “dialogue and collaboration,” outlined in the university-wide diploma policy. The system promotes students’ self-directed activities that embody the founding philosophy, and leads to collaboration with local communities, companies, and other organizations through the active participation of faculty and staff members. This initiative also contributes to students’ career development by fostering deep insights through knowledge and experience gained in regular courses, and is commendable as a student support program that yields outstanding learning outcomes.

Social Cooperation and Contribution

- It is commendable that recurrent education programs are promoted university-wide in light of the University’s mission of “Achieving Gender Equality,” with a solid follow-up system established to help many participants advance or change their careers.

Suggestions for Improvement

Teaching and Learning

- The graduate schools measure student learning outcomes based on dissertation screening, but the connection between the knowledge, understanding, and other abilities stated for each course and the screening criteria is unclear. This issue should be addressed by overhauling the methods for monitoring and evaluating the learning outcomes in graduate schools.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.42 in the

Graduate School of Letters (Master's Course), 0.22 in the Graduate School of Letters (Doctoral Course), 0.46 in the Graduate School of Human Development and Education (Master's Course), 0.17 in the Graduate School of Contemporary Society (Master's Course), and 0.22 in the Graduate School of Contemporary Society (Doctoral Course). Each graduate school has adopted such steps as strengthening its public relations activities, including producing videos for introduction and admission processes and holding individual briefing sessions, as well as offering lecture auditing (non-credit) opportunities for fourth-year undergraduate students interested in advancing to graduate school. These efforts increased the number of students enrolled in all graduate school courses in AY2024. The University is currently considering establishing new graduate school programs and integrating or abolishing some courses, and should make further efforts to fulfill the enrollment cap.

Faculty and Faculty Organization

- Regarding faculty personnel, recruitment quotas and other matters are decided every academic year, but monitoring the required numbers of faculty members and other items is left to the faculties and graduate schools, indicating no personnel plans for the University as a whole. There was a shortage of research supervisors in History (Doctoral Course) in the Graduate School of Letters in AY2024. This issue should be addressed with an appropriate internal system developed to implement well-planned personnel management.