

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

Tokyo City University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Tokyo City University

Overview

Tokyo City University sets forth the founding spirit of “justice,” “liberty,” and “autonomy,” and defines its philosophy as “personnel development and academic research towards the achievement of sustainable social development” and its educational philosophy as “fostering human resources who can contribute to society with students, faculty, and staff thinking, learning, and acting together beyond borders.” The University also defines the purposes of the undergraduate and graduate schools, and sets out the educational goal of “cultivating human resources who seek self-improvement with fairness and integrity and the ability to tackle complex issues concentrated in cities and contribute to the development of a sustainable society by discovering new values transcending a diverse range of borders.”

In line with the founding spirit and purposes, the University has established various centers, research institutes, and other organizations in addition to its faculties and graduate schools, and newly introduced the Faculty of Design and Data Science in AY2023. Notably, the University has integrated multiple research organizations and centers into the Advanced Research Laboratories to promote cutting-edge research as it actively seeks external funding in cooperation with the faculties and graduate schools.

Regarding the University’s internal quality assurance, the School Code stipulates that the University conducts self-studies on its educational, research, and other activities, and releases the results to the public. The Tokyo City University Internal Quality Assurance Policy has also been established to carry out university-wide self-studies. The Tokyo City University Self-Study Regulations states that the University Evaluation Office serves as an organization responsible for university-wide self-studies, and that the faculty and other organizations set up the Inspection and Assessment Committees as bodies tasked with their own self-studies. The University Evaluation Office summarizes the self-study results submitted by each organization’s Inspection and Assessment Committee, conducts a university-wide self-study based on its verified results, and compiles and submits the Inspection and Assessment Report to the president. The president examines the report at the President Meeting, and issues instructions for appropriate measures to be taken for the items requiring improvement. The University Evaluation Office plays a certain role as a promotion organization in close coordination

with the President Meeting by issuing specific instructions for improvement, along with its support. In the coming years, the University is expected to review the consistencies of the internal quality assurance policy and regulations for the University Evaluation Office's feedback for improvement to be used more effectively.

As for education, the University has established a diploma policy specifying the learning outcomes, including the competencies and skills students should acquire, based on the university-wide educational objectives and the purposes of the faculties, departments, graduate schools, and their courses. The maximum number of credits students can register for in a year is set low, with appropriate course guidance provided to ensure credit validity, and problem-based learning (PBL) lessons are conducted across the faculties. Moreover, the University offers the Tokyo City University Australia Program (TAP), overseas internships, and other university-wide programs aimed at nurturing human resources with a global mindset. The University's efforts to broaden students' horizons are highly commendable.

Furthermore, the University has established the Tokyo City University Regional Cooperation Basic Policy and other guidelines to actively engage in social cooperation and contribution activities. Notably, the Futako-Tamagawa Yume (Dream) Campus is addressing regional challenges by serving as student-led "Yume-Cam (Yume Campus) Communicators" to collaborate with the community, businesses, and other organizations to form groups and organize various events utilizing their expertise. This is a highly commendable initiative that also greatly helps the participating students develop a sense of independence. The University plans to move the activity base to the Setagaya Campus, with collaboration with educational and research activities expected to advance further.

There are several areas of improvement the University should address, however. Specifically, some faculties and graduate schools do not establish their curriculum policies for each degree to be awarded, and fail to state both or either of the basic concepts of curriculum design and implementation in their curriculum policies. In addition, the graduate schools monitor and evaluate student learning outcomes based on the degree screening criteria, but this method insufficiently monitors and evaluates the learning outcomes stated in the diploma policy. These issues should be addressed. The Graduate School of Environmental and Information Studies has excessive quota fulfillment in student enrollment. As the school has decided to increase its student quotas in response, progress in this area will be monitored.

Under the president's strong leadership, the University has outlined a strategic university reform policy fully utilizing its strengths in Tokyo City University Action Plan

2030, and its faculty and staff member are working together to obtain grants from the Comprehensive Support Program for Private University Reform and advance the University's various distinctive initiatives. To further enhance these initiatives and address the above issues, the University is highly expected to effectively operate its internal quality assurance system and generate more specific outcomes.

Notable Strengths

Educational Program and Learning Outcomes

- The University is working to foster students with a global mindset as part of its efforts to improve the educational environment and brand value based on Action Plan 2030. The overseas internship program focuses on students acquiring specialized technical skills through work and other experiences at patent offices, manufacturing plants, and construction sites. For the Tokyo City University Australia Program (TAP), the University and host universities jointly develop liberal arts courses for participants to examine urban lifestyles based on on-site field surveys. It is commendable that these initiatives help students improve their English language skills and acquire international perspectives through their specialized fields of study.

Social Cooperation and Contribution

- The University engages in social contribution activities with students playing a central role in deepening their learning to return and share the outcomes for the advancement of society. The students involved in planning and managing these activities as “Yume-Cam (Yume Campus) Communicators” collaborate with the local community, government agencies, businesses, non-profit organizations, and other universities to form groups and organize events utilizing their expertise in areas that include childrearing, environmental conservation, and advanced manufacturing. These are commendable activities that provide local children with a space for learning and contribute to overcoming regional challenges in such fields as nature conservation, education, childrearing, and welfare, while helping students improve their project planning and leadership skills. The University plans to move the activity base to the Setagaya Campus, with collaboration with educational and research activities of the faculties and departments expected to advance further.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The Faculty of Science and Engineering and the Graduate School of Integrative Science and Engineering award multiple degrees, but have not established curriculum policies for each degree to be awarded. The Master's Course and Doctor's Course in the Cooperative Major in Nuclear Energy in the Graduate School of Integrative Science and Engineering do not specify the basic concepts of curriculum design and implementation. In addition, the basic concept of curriculum implementation is not stated in the curriculum policies of the Department of Natural Sciences, Department of Electrical, Electronics and Communication Engineering, and Department of Applied Chemistry in the Faculty of Science and Engineering; Master's Course and Doctor's Course in Mechanics in the Graduate School of Integrative Science and Engineering; Architecture and Civil Engineering in the Graduate School of Integrative Science and Engineering; and Doctor's Course in Informatics in the Graduate School of Integrative Science and Engineering. These issues should be addressed.
- The graduate schools monitor and evaluate student learning outcomes through dissertation screening, but the connection between the degree screening criteria and their diploma policies is unclear. Efforts should be made to develop indicators and methods for monitoring and evaluating student learning, including knowledge, skills, mindsets, and other qualities stated in the diploma policy, in order for each graduate school and course to monitor and evaluate the learning outcomes.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are high at 2.25 in the Doctor's Course in Urban Life Studies in the Graduate School of Environmental and Information Studies and 4.67 in the Doctor's Course in Environmental and Information Studies in the Graduate School of Environmental and Information Studies. These ratios should be lowered with the graduate school's student quotas thoroughly managed.