

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

Seijo University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

Certified Evaluation and Accreditation Results for Seijo University

Overview

Seijo University (hereafter the University) was established in 1950. It succeeded Seijo High School (in the former educational system) with Seijo Gakuen, which had started in 1917 as a private elementary school named Seijo Elementary School. After a series of additions of new faculties, departments and graduate schools, as well as reorganization, the University currently has four faculties (the Faculty of Economics, the Faculty of Arts and Literature, the Faculty of Law, and the Faculty of Social Innovation) and four graduate schools (the Graduate School of Economics, the Graduate School of Literature, the Graduate School of Law, and the Graduate School of Innovation and Social Studies). The campus is located in Setagaya Ward, Tokyo. The University is carrying out education and research activities according to its founding mission, which states: “A school should be a place where the truth should be taught and ethics practiced... it should be a place of beauty and refinement.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has built a system for self-study and evaluation. For example, the University has prescribed points for self-study and the University decided to conduct its self-studies and evaluations, which have been performed by the Seijo University Self-Study Committee, more than twice in seven years.

As the University celebrates its 100th anniversary in 2017, it has promoted its reform, with the president taking leadership. It has been revealed in this accreditation that the University has promoted reaffirmation and visualization of the system in its curriculum while also attempting to introduce the methods of active learning. In particular, the Faculty of Economics has supported systematic study by offering “course-taking models” for each seminar which provide detailed curriculum instructions. Moreover, it is remarkable that the University offers systematic career support throughout a student’s four years, which includes a wide range of activities that nurture students’ abilities to take career-related action independently.

However, the University still has a number of issues to address. For example, some graduate schools do not have a sufficient number of faculty members as required law, nor do they set distinct curriculum design policies between their master’s and doctoral programs. JUAA hopes that the University will improve these issues.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the Faculty of Economics provides its students with a “curriculum model” for each seminar that lists the subjects they are supposed to take, selected from among the basic and special subjects allocated to each grade for seminar study. This list is published in such books as the Curriculum Guidebook. The curriculum model not only provides information to help first-year students choose a seminar for their second years, but also helps students in the second year and up to study each specialized field systematically, according to the stage of their four-year study plan, through the detailed curriculum guidance that begins with the student’s admission.

Student Support

- It is commendable that the University has established wide range of organizational support to help students select varied and fruitful careers. For instance, students

have been highly satisfied with the career support program named “COMPASS” , which is a planned and managed by faculty members to enable students to think about their future lives and goals through lectures and discussions. Also, the certified career development program named “Syugyoryoku Ikusei Nintei Program” has fostered students’ work and career values in various stages of their career-planning process, and the extracurricular Basic Career Skills Program has offered lectures to cultivate knowledge and abilities needed in society.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The master’s and doctoral programs do not have separate curriculum design policies in the Graduate School of Literature, and the master’s and the doctoral programs do not have separate policies on degree award and curriculum design policies in the Graduate School of Law. Each program should formulate its own policy.

Enrollment

- The ratio of enrolled students to the student enrollment cap is low at 0.26 in the master’s program and at 0.06 in the doctoral program in the Graduate School of Economics, at 0.42 in the master’s program and at 0.32 in the doctoral program in the Graduate School of Literature, at 0.05 in the master’s program and at 0.27 in the doctoral program in the Graduate School of Law, and at 0.45 in the master’s program in the Graduate School of Innovation and Social Studies. These numbers should be improved.

Administration and Finance

- In regard to the regulations defining the procedure and criteria for hiring and promoting administration staff, including changes in the personnel system, related rules should be formulated promptly.

Area of Serious Concern

Faculty and Faculty Organization

- In both the master’s and doctoral programs in communication in the Graduate School of Literature, for each program, one more academic staff that can assist with research supervision is needed, according to the Graduate School Establishment Standard. This must be improved.