

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

Senshu University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Senshu University

Overview

Senshu University takes “serving the public good and repaying their (the founders’) indebtedness to society” as its founding spirit and philosophy, and its purpose is “to create young Japanese equipped with a peaceful conscience and democratic training that, based on free and unrestricted study of social phenomena, respects human values and is critical of old authority and power.” The University has drawn up a 21st century vision that reinterprets the spirit of its founding in a modern context, and is undertaking a bold reform of the University on that basis. For the period from AY2016 to AY2020, the vision is focused on the principle of “developing a solid university foundation,” and medium-term goals have been set for seven business areas (education, research, student support, globalization, admissions, social cooperation, and management and finance, with work underway on business plans for each year.

With respect to internal quality assurance, the “Senshu University Self-Study Committee” and the “Law School Self-Study Committee” have been established under the university-wide framework of the “Internal Quality Assurance Promotion Committee.” and these determine the general outline and details of the self-study criteria, reflecting the goals and plans set by the Internal Quality Assurance Promotion Committee. Actual self-study activities based on the specified self-study criteria are carried out by the “Institutional Self-Study Implementation Committees” and the Law School Self-Study Committee established under the Senshu University Self-Study Committee. As such, an internal quality assurance system has been appropriately established, and PDCA cycles using this system are also functioning effectively.

Regarding education, the university-wide (undergraduate program) degree award policy (diploma policy) specifies the abilities (learning outcomes) to be acquired by students in the four areas of “knowledge and understanding,” “interest, motivation and attitude,” “skills and expression,” and “thinking and judgment,” and each faculty and department establishes their own policies based on this. Faculties and departments are preparing for the measurement of learning outcomes in undergraduate education by establishing a three-tiered structure of “common perspectives indicating learning outcomes in bachelor’s degree education” with the

21st century vision of “development of social intelligence” at the top (Tier 1), the above four areas in Tier 2, and two to six abilities for each of the Tier 2 abilities in Tier 3.

One notable strength is that the Center for the Development of Social Intelligence, which promotes specialized, interdisciplinary, and comprehensive research and education activities, conducts research projects in various academic and cultural fields. This is highly commendable as an initiative that is consistent with the University’s mission and purpose. For career support, the university has implemented an initiative called the “Triple Support System” to provide students with “career development support,” “employment support,” and “qualification and employment examination support.” This is commendable in that it functions as a comprehensive and fine-grained system for supporting individual students from career development to job searching.

There are, however, some issues that should be corrected or improved. First, in some graduate schools, the methods and schedule of research guidance are not defined in the form of a research guidance plan. This should be corrected. In addition, at the Law School, the relationship between the learning outcomes indicated in the degree award policy and the methods used to measure them is unclear. Therefore, improvements are required to ensure that appropriate methods are used.

In the future, it is important to implement the internal quality assurance system that has been established and work on quality assurance for further progress, especially in the area of education, where issues can be remedied and strengths can be further developed.

Notable Strengths

Education and Research Organizations

- The “Research Center for the Development of Social Intelligence” is an institution that aims to contribute to the development of society by promoting specialized and interdisciplinary research from the perspective of “the development of social intelligence,” as specified in the University’s 21st century vision, and related educational activities. Conducting project research on a variety of topics, this center is commendable as an interdisciplinary research initiative in line with the University’s vision.

Student Support

- “Triple Support System” consisting of “career development support,”

“employment support,” and “qualification and employment examination support” is in place to support students in their career paths. “Career development support” gives students opportunities to think about ways of working and to engage with society immediately after enrollment, and in the subsequent “employment support,” a variety of employment preparation courses are offered to prepare students for job hunting activities from their third year onward. Meanwhile, “support for qualification and employment examinations” consists of a unique curriculum that allows students to begin studying for various examinations in their first year, with an individual tutoring system also in place. Furthermore, it is commendable that in AY2020, a system was established under Career Design Center Administration Office to provide even more fine-tuned support, enhancing convenience for students by offering employment counseling without the need for appointments and providing step-by-step support in line with their needs.

Education and Research Environment

- At the end of March 2020, when the outbreak of COVID-19 began in Japan, the Institute of Information Science prepared a “Brief Guide to Developing Online Classes,” which summarizes the knowledge, skills, and teaching methods that teachers should know when conducting online remote learning classes for the first semester of the AY2020. It was also made publicly available outside the University on the Institute’s website and was used as a reference by many people working at universities. It is commendable that even in an emergency situation, the University responded promptly to ensure a quality educational environment and shared the fruits of its efforts not only within the University but also with external parties.

Educational Program and Learning Outcomes

- The Master’s Program in History at the Graduate School of Humanities does not indicate its basic approach to curriculum design and implementation in the curriculum design and implementation policy, so improvement is required accordingly.
- In addition, at the Law School, the relationship between the learning outcomes indicated in the degree award policy and the methods used to measure them is unclear. Therefore, improvements are required to ensure that they are measured

using appropriate methods.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.30 for the Master's Program at the Graduate School of Economics and 0.36 for the Master's Program of the Graduate School of Law. This should be improved to ensure proper graduate student quota management.

Recommendation

Educational Program and Learning Outcomes

- In the Doctoral Program at the Graduate School of Economics, the Doctoral Program at the Graduate School of Law, the Master's and Doctoral Programs at the Graduate School of Humanities, the methods and schedule of research guidance are not defined in the form of a research guidance plan. This should be corrected so that these are specified and clearly indicated to students in advance.