

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

Tsuru University



Basic Information of the Institution	
Ownership: Public	Location: Yamanashi, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

Certified Evaluation and Accreditation Results for Tsuru University

Overview

Tsuru University (hereafter, the University) was founded in 1960 in Tsuru City, Yamanashi Prefecture, as a university with a single faculty, the Faculty of Humanities. It defined its school precept as “Seiga-ikusai,” meaning that “the University enjoys cultivating persons of talent useful to society, seeking the growth of students.” Since then, the University established several departments and graduate schools, became a legally incorporated public university in 2009, and currently includes the Faculty of Humanities, the Advanced Course of Humanities, and the Graduate School of Humanities. The University has developed various educational and research activities, producing talented persons who play active roles in the field of education (teacher education) locally and nationally. To enrich this development, the University values social cooperation with the local community, which it regards as “the core of Tsuru as an educational capital,” and has made strong efforts to do so using the intellectual resources it has as a teacher education institution. In particular, it is notable that the University has promoted a continuous and systematic effort to link students’ learning and the University’s social contributions, including the “Student Assistant Teacher (SAT) Program” in which students offer learning support at the elementary and junior high schools in Tsuru City.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010, the University has made efforts to develop a system of internal quality assurance. There is, however, a significant lack of necessary documents, along with insufficiently prepared documents, miswritten characters, and missing words in the materials for the accreditation review this time including the Self-Study Report. In addition, in the Department of Social Sciences in the Faculty of Humanities, there is currently a shortage of full-time faculty members required to meet the legal requirements. These conditions suggest that the University has not yet developed a satisfactory system of self-study and internal quality assurance. JUAA hopes that the University will develop a system of internal quality assurance that utilizes its unique character, responding to the evaluation conducted by the municipal evaluation committee.

To be fair, in the analysis in the final chapter of its Self-Study Report, the University states that there are a number of possible resources within and outside the University that it has not fully used. JUAA expects that the University will continue its improvements through self-study, strengthen collaborations with the local communities, including Tsuru City, and further develop its education and research.

Notable Strengths

Enrollment

- It is commendable that the University has made efforts to improve its ways of conducting entrance examinations, with establishing its evaluation process. In particular, after the administration of entrance examinations, the individual faculty members who write the examination questions evaluate the questions and write a report. In the report, each faculty member gives an overview of the questions, discussing the intent of questions, noting concerns, and reporting tendencies in answers. The reports are submitted to the “Committee on the Entrance Examination System,” and the committee makes the reports public by posting them to the University’s web page for three years. This open access to information about the entrance examination plays a role in clearly informing candidates for admission

about the knowledge and style of thought that the University is seeking. As such, it is an effort to describe in concrete terms the characteristics of students the University hopes to admit and to ensure proper and fair selection and admission of students. In addition, faculty members visit numerous high schools nation-wide and bring past examination questions with the reports. They also seek input from high school teachers and administrators about the examination questions, and use their responses to construct the questions in subsequent years. This practice constitutes the University's self-study process with regard to the entrance examination, leading to improvements in the entrance examination system.

Social Cooperation and Contribution

- It is commendable that the University has promoted efforts for social cooperation and contribution, which produces a strong effect upon education, as many students actively participate in such efforts and get motivated to study and gain awareness of future careers. As a teacher education institution, the University has actively developed social cooperation activities, not only by making efforts to give its intellectual resources back to society, but also by offering opportunities to participate in cultural exchange events with international students. In particular, at the "Research Center for Community Collaborations," the University has developed a number of successful projects that support "the core of Tsuru as an educational capital" for the past ten years. The projects include activities such as public lectures and Student Assistant Teachers (SAT), in which education of students is connected to social contribution to the local community. Moreover, the Center's different offices and sectors conduct various activities for social cooperation and contribute to the local communities.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the Faculty of Literature, the maximum number of credits students can register for per year has been set high at fifty-six for first-year students and at sixty-four for second-year students and above. This situation should be improved in accordance with the purpose of having a credit system.
- In all departments in the Graduate School of Literature, criteria for examining degree-seeking theses have not been clearly stated for students. This situation should be improved, by clearly stating them in the student handbooks such as "Registration Guidelines."

Area of Serious Concern

Faculty and Faculty Organization

- In 2014, the Department of Sociology is short by four full-time faculty members required to meet the legal requirements. This situation must be corrected.

Educational Content, Methods, and Outcome

- The Graduate School of Literature has not formulated the research instruction plan. This situation must be corrected, so that each student is given instructions that are based on research guidance plans to conduct research and write the thesis.