

**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: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

## **Certified Evaluation and Accreditation Results for Tsuru University**

### **Overview**

The motto of Tsuru University is “Seiga Ikusai,” which means taking joy in the development of talented individuals for the benefit of society and aspiration for students’ growth. On this basis, it carries out its mission of “developing capable students who will contribute to the advancement of education, culture, and welfare in local communities through the study of the humanities, or exploration of the human condition”. In order to fulfil that mission, the University has drawn up a Medium-term Plan based on the medium-term goals set by the Tsuru City government. As such, it is striving to develop teachers and other human resources who, while looking from the local to the international community, and responding to an increasingly globalized and information-based world, will make a contribution to society.

The University has established a “Check and Review Implementation Committee” as a university-wide organization, which is conducting internal quality assurance in accordance with the “Tsuru University Internal Quality Assurance Procedures.” Using a “Check and Review Sheet,” the University and the school corporation are conducting reforms on issues requiring improvement via deliberations at the “Check and Review Implementation Committee,” the “Education and Research Council,” and the “Management Council”. However, it must be said that there are problems regarding the effectiveness of the internal quality assurance system, with feedback for improvement not sufficiently and appropriately provided. Examples include inadequate disclosure of educational information and insufficient visualization with respect to the identification and assessment of learning outcomes.

In terms of education, degree award policies (diploma policies) and curriculum design and implementation policies (curriculum policies) have been drawn up at both the undergraduate and graduate level. These form the basis for organizing the curriculum, assigning common subjects for the entire University and specialized subjects for each department. In addition to periodically conducting systematic examinations to review curricula, with regard to the measurement of learning outcomes, the University pursues educational improvements on a university-wide basis through faculty development (referred to below as “FD”). For common foreign language courses, meanwhile, the Center for Language Education uses indicators from the Common European Framework of Reference for Languages (CEFR). However, we hope to see faculties, departments,

courses, and graduate schools develop measurement indicators that are linked to their respective degree award policies.

With respect to social cooperation and contribution, the University is engaged in a number of commendable initiatives. As well as setting three targets as its medium-term goals, including one relating to “Tsuru, the Education Capital of Japan,” it is pursuing various activities centered on the “Regional Exchange Research Center” and publishing a variety of materials, including academic journals. Another commendable detail worthy of mention is the use of the University’s extensive independent scholarship programs, which contribute to the financial support of students. These include the New Student Start-up Scholarship, the Scholarship for Excellent Academic Performance, the Global Education Scholarship, and the Study Abroad Grant.

Although there are some issues that require improvement, such as the appropriate management of student quotas in the Graduate School of Letters, there are dynamic educational activities taking place in the University’s faculties, departments, courses, and graduate schools, and the University can be held in high regard as one that contributes to society by producing many school teachers. As such, we hope that by thoroughly implementing the President’s leadership and university-wide academic management, and by fully establishing an internal quality assurance system for making ongoing improvements, the University will make further efforts, in accordance with its mission, to develop capable human resources who can benefit the community.

## **Notable Strengths**

### *Student Support*

- The University has established various independent scholarship programs, including the New Student Start-up Scholarship which is given to new students who rank high in each category of the entrance examinations for each department, and the Scholarship for Excellent Academic Performance, which is given to the second to fourth year students in each department with the highest GPA and the second to fifth highest GPA, supporting students with excellent academic performance in furthering their studies. In addition, the Global Education Scholarship, for students who wish to engage in activities overseas, has established payment categories depending on the study abroad program, such as “exchange programs,” “authorized study abroad programs,” “short-term language training at partner school,” and “global classes.” The scholarship is provided to students who participate in these programs so that

many students can study abroad, whether long-term or short-term. In this way, the University has established a variety of scholarship programs, made them known to students from the time they enroll at the University, and provided financial support to many. This is a commendable effort on the part of the University to promote students' growth, actively supporting the development of their abilities and their wishes to seek opportunities overseas.

### *Social Cooperation and Contribution*

- For many years, the University has been engaged in various social cooperation and contribution activities centered mainly on the Regional Exchange Research Center. It also publishes "Field Notes," which is planned, drafted and edited by students independently, to communicate information about local people and the natural environment. In addition, in collaboration with the Environmental ESD Program, the University has developed a variety of activities by drawing on the rich natural environment of the local area and its record of engaging with citizens, such as the "Flying Squirrel Observation Meeting," a regular event in which students and faculty serve as guides and local people participate, and the "Open Archive Project", which collects, digitizes, and preserves photographs taken in Tsuru City in the past as well as other materials relating to memories of daily life. These are to be commended for helping to improve academic research in the local community.

### **Suggestions for Improvement**

#### *Internal Quality Assurance*

- Although the content of the Check and Review Sheets prepared by each faculty and graduate school are examined by the Check and Review Implementation Committee, feedback for their improvement is insufficient. Therefore, corrective measures are required to support improvements based on the results of each faculty and graduate school's check and review, thereby allowing internal quality assurance to function.

#### *Educational Program and Learning Outcomes*

- The Graduate School of Letters' Japanese Program and Sociological Community Studies Program do not indicate their basic approach to curriculum implementation in their curriculum design and implementation policies, a situation that requires

improvement.

- The maximum number of credits that students can register for in a year is 50 credits per year in the Faculty of Letters' Department of Comparative Study of Cultures. In all other faculties and departments, this limit is 56 credits in the first year and 64 credits in the second and subsequent years. These high upper limits mean that a considerable number of students actually register for a large number of credits. Other than setting a limit on the number of registrable credits, no other satisfactory measures have been taken to give substance to credits. Therefore, the University should improve the situation in view of the purpose of the credit system.
- The Faculty of Letters, the Faculty of Liberal Arts, and the Graduate School of Letters should make improvements such that the methods and indicators for measuring learning outcomes stated in the degree award policy are appropriately specified.

#### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap in the Master's Course in Literature Studies is low at 0.30. Therefore, the University should make improvements to ensure that quota management for the graduate school is properly implemented.

### **Recommendation**

#### *Educational Program and Learning Outcomes*

- The Master's Course in Literature Studies has not set forth research supervision methods and schedules in the form of a research supervision plan. These should be established and clearly presented to students in advance.