

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

Tsurumi University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Kanagawa, Japan
<b>Accreditation Status</b>	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

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

### **Overview**

The origin of Tsurumi University (hereafter, the University) traces back to the 1963 merger of Koka Girls High School and Tsurumi Girls High School, founded in 1924 and 1925, respectively, to create Tsurumi Women's University with a School of Literature. The University adopted its present name in 1973. The University's campus is located in the city of Yokohama, Kanagawa Prefecture, where the institution offers undergraduate and graduate programs in Literature and Dental Medicine and carries out education and research activities based on the Buddhism-inspired founding spirit of "Daigakuenjo Hoongyoji," emphasizing gratitude, life, and people.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010, the University set two overarching goals: first, to adopt for each school is three policies consistent with those of the University and examine the effects of each policy on their role as an education institution; and second, to ensure that the meaning of the University is widely understood through implementing university-wide education programs. To achieve these goals, the University created an organizational structure to drive improvement, establishing the "University-wide Self-Study Committee" and the "University-wide Educational Management Reform Project Council" responsible for studying individual academic issues. Other improvement initiatives include enhancing the university-wide programs and first-year programs as well as revamping the career education program.

This latest review commends the University for its efforts to actively give back to the community the benefits of the research outcomes derived from the university's resources. Such efforts include the international social contribution program offering pro bono dental care to asylum seekers in Japan, and the many long-running life-long learning courses for local residents.

The review did find a number of areas requiring improvement. Both undergraduate schools, for example, have enrollment management issues, and the Graduate School of Literature has failed to develop research instruction plans and to implement appropriate rules for awarding degrees. The Graduate School of Dental Medicine needs to review its curriculum design and implementation policy and address deficiencies in its degree award assessment standards.

Even though literature and dental medicine are separate academic disciplines with different attributes, it is still possible to develop and promote improvement activities for the overall institution by comparing and reviewing from a university-wide perspective the framework, organizational structure, and practices of each school. We expect such undertakings to build on the University's unique strengths and lead to further progress.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- The University's Center for International Exchange offers pro bono dental care to asylum seekers in Japan as part of its international contribution program. Also, the University offers a life-long learning program for local residents. Organized mainly by the Committee for Promoting Regional Collaboration and the Committee for Promoting Educational Research, this long-standing program provides diverse learning opportunities through a variety of courses focusing, for example, on literature or dental medicine specialties or on Buddhism. Furthermore, in line with the University's founding spirit based on the teachings of Zen, the Preemptive Medical Research Center works to foster clinical chaplains who provide spiritual care to terminal patients. The University is commended for making positive contributions to the community and society through these efforts, actively giving back to the community the benefits of the research outcomes derived from the University's resources.

## **Suggestions for Improvement**

### *Educational Content, Methods, and Outcome*

- The curriculum design and implementation policy of the Department of Dental Medicine (Doctoral Course) merely describes the goals of human resource development. The policy needs to state the principles of the curriculum as well.
- The Graduate School of Literature is advised to formulate research instruction plans for the Master's and Doctoral Courses to ensure that research and

dissertation writing are supervised in accordance with the plans.

- The Doctoral Programs of the Graduate School of Literature confer a “course doctorate” degree, a doctorate of the program-based graduate school system, to former students who completed the required number of credits but withdrew from the program after failing to earn their degree within the prescribed period of study. Such students are awarded the degree upon submitting their dissertation despite having lost their student status. This practice is inappropriate and should be revised. The University is also advised to be more conscious of the purpose of the program-based graduate school system and ensure that degrees are awarded within the appropriate timeframe.
- The Graduate School of Dental Medicine is advised to establish and stipulate the dissertation assessment standards in the Graduate School Dental Medicine Course Guidelines or other such documents for each of its programs.

#### *Enrollment*

- The ratio of student enrollment to the student enrollment cap is high at 1.06 in the Department of Dental Medicine, School of Dental Medicine, and should be lowered.
- The ratio of student enrollment to the student enrollment cap is low at 0.28 in the Graduate School of Literature and should be improved.

#### **Area of Serious Concern**

#### *Enrollment*

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years and the ratio of student enrollment to the student enrollment cap are high at 1.32 and 1.30, respectively, in the Department of Japanese Literature, School of Literature, and must be lowered.