

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

Tsurumi University



Basic Information of the Institution	
Ownership: Private	Location: Kanagawa, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

Certified Evaluation and Accreditation Results for Tsurumi University

Overview

Tsurumi University sets forth the founding spirit of “Daigaku-Enjo Houon-Gyoji,” meaning “cultivating individuals with well-rounded character traits and expressing gratitude and repaying kindness to human society based on the teachings of Buddhism, especially Zen Buddhism,” in light of the school corporation’s history and characteristics. Under this founding spirit, the University defines its purpose as “imparting advanced knowledge and expertise, and fostering principled and wise individuals who can contribute to enhancing social welfare and advancing social culture through Zen practice.” The graduate school proclaims its purpose as “teaching and researching advanced and specialized academic theory and applications based on the foundation of the undergraduate school’s education, pursuing in-depth understanding, and cultivating talented research supervisors who can contribute to cultural development and the enhancement of social welfare to achieve the University’s purpose and mission.” To attain its founding spirit and mission, the University strives to enhance its educational and research activities under the school corporation’s medium-term Soji Gakuen Vision 2024 formulated in AY2019.

Regarding internal quality assurance, the University Management Council was established in AY2019 with the University-Wide Self-Study Committee in charge of university-wide self-study activities to create a structure capable of making swift decisions as to the University’s management policies. The University visualizes initiatives across the school by introducing the Medium-Term Plan Management System (hereafter “the System”) in AY2020 in accordance with the medium-term goals and plan formulated under Soji Gakuen Vision 2024. The University-Wide Self-Study Committee uses the System to annually carry out inspections and assessments, and reports the results to the University Management Council, which manages the progress of the plan and offers support and adjustments. Each division initiates improvement efforts under the internal quality assurance system, but the council playing a leading role in promoting internal quality assurance inadequately provides improvement support and adjustments. The University should address this issue by taking various steps led by the University Management Council, including information sharing, with consideration given to the undergraduate and graduate schools composed of two markedly different disciplines,

thereby operating the university-wide internal quality assurance system.

As for education, the University has established university-wide diploma and curriculum policies that bridge the schools and graduate schools in two fields based on the above founding spirit. Under the university-wide policies, the schools and graduate schools have formulated their diploma and curriculum policies with subjects systematically structured in each program. The master's and doctoral programs in the Graduate School of Literature, however, fail to specify the diploma and curriculum policies for each degree to be awarded. This issue should be addressed. To monitor student learning outcomes, the graduate schools need to develop methods for measuring the skills and abilities stated in the diploma policies to properly monitor and evaluate the learning outcomes specified in the diploma policy for each degree to be awarded, thereby improving the quality of education.

The School of Dental Medicine is recommended to address the insufficient quota fulfillment in student enrollment. The master's and doctoral programs in the Graduate School of Literature fail to fulfill their student enrollment quotas despite being mentioned by JUAA in the previous certified evaluation and accreditation results. This issue should be addressed with the graduate school's student quotas thoroughly managed. In addition, the graduate schools need to carry out their own faculty development (FD) activities for educational improvements.

Among the distinctive initiatives is the Tsurumi University Librarian/Assistant Librarian Training Course. This long-standing course is designed to foster librarians and assistant librarians with information and communications technology (ICT) skills, and has offered online lessons in recent years to accept participants from remote areas, with many who complete the course working as professionals. It is commendable that the University utilizes this experience to incorporate the knowledge gained through social contributions into its education and research, such as establishing new department and graduate school programs, and develops human resources that meet the needs of society.

In the years ahead, the University is expected to take advantage of its characteristics to resolve these issues through internal quality assurance and other efforts under the president's leadership, thereby advancing its educational and research activities to progress further.

Notable Strengths

Social Cooperation and Contribution

- The University has long provided the Tsurumi University Librarian/Assistant Librarian Training Course, which also serves as recurrent education. The course trains librarians and assistant librarians to acquire ICT skills, and has offered online lessons in recent years to accept participants from remote areas, with many who complete the course working as professionals. The University has taken advantage of this experience to establish the Department of Library, Archival and Information Studies in the School of Literature, with the aim of cultivating human resources capable of handling information on classical and digital resources. The Graduate School of Literature later created Library, Archival and Information Studies (M.A. and Ph.D.) to train individuals who can play an active role in an advanced digital society. It is commendable that the University incorporates the knowledge gained through social contributions into its education and research, and develops human resources that meet the needs of society.

Suggestions for Improvement

Internal Quality Assurance

- The University Management Council plays a central role in improvement support and adjustments, but the improvement efforts based on the inspection and assessment results are undertaken individually by the schools, graduate schools, organizations, and other divisions. This situation highlights the inadequate support and adjustment functions of the council as a main organization promoting internal quality assurance. The University should address this issue by reviewing and clarifying the management of internal quality assurance in the procedures, regulations, and other rules, with consideration given to the characteristics of the schools and graduate schools, to properly operate the university-wide PDCA (Plan-Do-Check-Act) cycle of improvement led by the University Management Council.

Educational Program and Learning Outcomes

- The master's and doctoral programs in the Graduate School of Literature have not established the diploma policy for each degree to be awarded. This issue should be addressed.
- The master's and doctoral programs in the Graduate School of Literature fail to

specify the curriculum policy for each degree to be awarded. This issue should be addressed.

- The Graduate School of Literature and the Graduate School of Dental Medicine monitor student learning outcomes based on dissertation screening and credits earned upon completion, but the connection between the monitoring methods and the learning outcomes stated in the diploma policy is unclear. This issue should be addressed with methods developed to measure the abilities and other qualities stated in the diploma policy, and to monitor and evaluate student learning outcomes.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.34 in the master's programs in the Graduate School of Literature. This ratio should be improved with the graduate school's student quota thoroughly managed.

Faculty and Faculty Organization

- The schools and graduate schools basically conduct joint FD activities, but the graduate schools' themes for educational improvements are not addressed in these activities. Improvements should be made for the graduate schools to carry out their own FD activities for educational improvements.

Recommendation

Student Enrollment

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is low at 0.53 in the School of Dental Medicine, and the ratio of student enrollment to the student enrollment cap is also low at 0.67. These ratios must be improved with the school's student quota thoroughly managed.