

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

Tokyo Woman's Christian University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

## Certified Evaluation and Accreditation Results for Tokyo Woman's Christian University

### Overview

Tokyo Woman's Christian University (hereafter, the University), whose predecessor was the private Woman's Christian College of Japan (vocational school established in 1918), currently has one school, four divisions, and two graduate schools after integrating the College of Arts and Sciences, and Culture and Communication into the School of Arts and Sciences. The University's campus is located in Sugunami Ward, Tokyo, and the institution has conducted education for women focusing on liberal arts, based on its founding spirit, "For the purpose of nurturing women with higher education based on the spirit of Christianity."

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University has sought external review by institutions other than accreditation institutions and has performed annual self-study led by the Committee for Self-Assessment. The findings of these external reviews have resulted in consistent implementation of PDCA cycles that strive for improvements in various areas. The University has made efforts to improve on the issues noted in the last accreditation by JUAA.

For the University's centenary in 2018, the University clarified five items that describe "The Kind of Women Tokyo Woman's Christian University Seeks to Nurture" in 2014. In addition, the University set the "Tokyo Woman's Christian University's Grand Vision," which consists of eight items and clarifies the direction in which the University will continue to progress. Based on the vision, the University plans to redesign divisions and courses in 2018. In this accreditation, it is commendable that the rearrangement of the University aimed at cultivating "cultivated people with professional expertise" and a variety of efforts for student supports have led to significant achievements. It is also commendable that the Research Supporter System for Female Researchers, which provides support when researchers are pregnant or engaged in child-rearing and caring for their parents, started in 2013. Moreover, it is commendable that the University has utilized external review including for self-study in 2010 on "My Life, My Library," a program that was adopted as the Ministry of Education, Culture, Sports, Science, and Technology Student Support GP (Grant Program), and for university-wide self-study in 2015.

However, the University has some issues to address in the curriculum design policy in the Graduate School of Humanities and Sciences and the Graduate School of Science, as well as issues in the management of the enrollment cap in the Division of Mathematical Sciences in the School of Arts and Sciences, and the Graduate School of Science. JUAA expects that the University will immediately improve these issues.

### Notable Strengths

#### *Student Support*

- It is commendable that a variety of English learning programs in the "Career English Island" have made achievements such as enhancing students' motivation to learn English and interest in English, as evidenced by the significantly increasing number of students using the English conversation training.
- It is commendable that "My Life, My Library" (which aims to nurture individual students' potential ability to learn, live, and promote independent learning, in cooperation with student assistants), has increased the number of users in the library and frequently referenced books, and has had positive effect on students' learning who work as learning supporters known as "student concierges."

### *Education and Research Environment*

- It is commendable that the University provides the “Research Supporter System for Female Researchers” as a support for researchers to continue their academic efforts during absences from the University due to childbirth, childcare, or care for elderly parents. Several researchers use this system every year to produce research outcomes, such as presentations at academic conferences.

### *Social Cooperation and Contribution*

- It is commendable that the University has made consistent efforts in accordance with its mission as a women’s institution. For example, the Institute for Women’s Studies has conducted research on the future roles of women, held presentations on individual research and lectures by experts, and funded research on women’s history through the “Nao Aoyama Prize.” In addition, the University’s regular classes are open to the public. Also, in the Empowerment Center, lectures have been held to support women in building their lifelong careers and to nurture female entrepreneurs, and these are also open to the public.

### *Internal Quality Assurance*

- It is commendable that in addition to building the university-wide internal quality assurance system, the University has asked for external review of university-wide self-study and of individual activities, such as “My Life, My Library” and faculty development (FD) activities. These efforts resulted in concrete improvements, such as increasing the number of grant-type scholarships.

## **Suggestions for Improvement**

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

- In the Graduate School of Humanities and Sciences and the Graduate School of Science, the curriculum design policy does not indicate the basic ideas on educational content and methods. This should be improved.

### *Enrollment*

- In the Division of Mathematical Sciences in the School of Arts and Sciences, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.25. This number should be improved.
- In the Graduate School of Science, the ratio of enrolled students to the student enrollment cap is low at 0.42 in the master’s program, and at 0.11 in the doctoral program. These numbers should be improved.