

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

Toyo University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, 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 Toyo University

Overview

Toyo University (hereafter, the University) succeeded Shiritsu-Tetsugakukan established in 1887, and has engaged in educational and research activities according to the founding principles of “The Basis of All Learning Lies in Philosophy,” “Independence and Self-Initiative,” and “Integrating Knowledge and Virtue.” The University has four campuses, which are located in Bunkyo Ward, Tokyo; in Asaka City, Saitama Prefecture; in Kawagoe City, Saitama Prefecture; and in Itakura-machi, Ora-gun, Gunma Prefecture. In 2012 it celebrated the 125th anniversary of its founding. It sets “Nurturing Globally Talented Individuals” as the purpose of education, with three cores consisting of philosophy education, globalization, and career education, and the faculty and staff together work hard to enrich the University in line with this purpose.

After its accreditation review by the Japan University Accreditation Association (JUAA) in 2007, the University has been steadfastly working toward building an internal quality assurance system. It is expected that the substantial activities of the newly created Institutional Research Section will have links to the midterm objectives and midterm plans of various departments. Currently, the executive members of academic affairs objectively analyze both internal and external situations and are formulating concrete measures based on the analysis. It is expected that the University will build a notable quality assurance system by steadily carrying out self-study activities. However, the University itself identified a problem in the last chapter of the Self-Study Report, noting that the committees for planning, designing, and coordinating the academic affairs of the entire University is not defined in its role and status, and that no decision making body has been established regarding issues of the entire University. The University has begun to tackle this problem. Further reform of educational affairs governance is expected.

Regarding the professional graduate school accreditation, the Law School has already undergone a review by Japan Law Foundation (JLF) in 2013, and was accredited. Thus, JUAA reviewed the School this time by examining the improvements from 2013 onwards from the standpoint of University Accreditation (institutional certified evaluation and accreditation).

Notable Strengths

Mission and Purpose

- It is commendable that the University has made efforts to examine its mission and purpose, and integrated into several activities. In particular, under the direction of the president, the relevance of the mission and purpose were examined, and the educational mission and spirit of Toyo University were redefined to express the founding mission in 2010. Efforts to improve understanding of the mission and purpose include teaching about the University through the fifteen-volume series “Booklets of the History of Toyo University,” publication of the booklet “The Educational Principles of Enryo Inoue,” and the implementation of a large-scale essay contest on the booklet. In addition, in 2012 the University set a contemporary educational purpose of “Nurturing Globally Talented Individuals,” which is defined as creating one’s own future by viewing things from a worldwide perspective. Moreover, aiming at a hub university where global leaders work together, the University published an English translation of the booklet “The Educational Principles of Enryo Inoue” and integrated this educational purpose into the curriculum of each faculty.

- Focusing on applications in the field of engineering in a global society, the Faculty of Science and Engineering groups classes by ability, and overseas training programs are offered. It is commendable that through these efforts, students' motivation to learn has increased, and greater numbers of students are participating in overseas language training programs and seeking advice at the English learning support section.

Educational Content, Methods, and Outcome

- It is commendable that the Faculty of Information Sciences and Arts has actively worked to integrate different fields, including humanities and sciences. In particular, the Faculty offers many seminars on major subjects group, particularly "integrated seminars" from the first year, in which faculty and students teach and learn from each other about inter-disciplinary themes. Additionally, the Faculty created a chart showing the organization of subjects offered, as well as a booklet, "Key Words of Information Sciences and Arts," in order to inform the structure of such a curriculum and motivate students.
- It is commendable that the University unites to carry out a variety of activities for the improvement of education university-wide, and works to vitalize university education and improve its educational capabilities. This includes: systematic activities involving the entire University initiated by the Center for Faculty Development Promotion and the Committee for Faculty Development Promotion, the sharing of each Faculty's faculty-development activities with the entire University, the development of a notable new educational program that employs limited-term assistant professors, and the promotion of active learning with the use of *ToyoNet-Ace* in each class.
- It is commendable that the Faculty of Regional Development Studies has made efforts for education in English. In particular, many classes are taught in English, and contract English lecturers as well as the Special Faculty for Nurturing Globally Talented Individuals are assigned at the Language Center and the Global Office to enrich language education and overseas training by, for example, giving individual instruction in academic writing. Moreover, the Faculty makes efforts to improve the educational skills of the faculty staffs in response to globalization, e.g., holding training sessions to improve their teaching skills in English so they can better manage their classes taught in English.

Student Support

- Each campus of the University houses a learning support section that offers supplementary lessons in accordance with a student's ability, skill-building sessions in making presentations, guidance in report writing, and other learning guidance (and, occasionally, career guidance). It is commendable that the section is well used and works very effectively to provide students with learning support as it responds to the various needs that students express.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In all of the graduate schools except in the Law School, research instruction plans have been formulated, but they are not well publicized to students. This should be

improved.

- In the master's programs in all of the Graduate Schools, criteria for examining master's theses have not been clearly stated for students. This situation should be improved, by clearly stating them in the graduate school handbook.

Enrollment

- In last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.21 in the Department of Biomedical Engineering, at 1.21 in the Department of Electrical, Electronic and Communications Engineering, at 1.23 in the Department of Civil and Environmental Engineering in the Faculty of Science and Engineering, at 1.20 in the Department of Life Sciences in the Faculty of Life Sciences, and at 1.21 in the Department of Health Care and Sports in the Faculty of Human Life Design. Also, the ratio of enrolled students to the student enrollment cap is high at 1.24 in the Department of Civil and Environmental Engineering in the Faculty of Science and Engineering, at 1.20 in the Department of Health Care and Sports in the Faculty of Human Life Design, but low at 0.74 in the Department of Social Welfare (evening course) in the Faculty of Sociology. These numbers should be improved.
- In the Graduate School, the ratio of enrolled students to the student enrollment cap is low at 0.45 in the master's program in the Graduate School of Sociology, and at 0.49 in the master's program in the Graduate School of Welfare. These numbers should be improved.