

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

Fuji Women's University



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

## Certified Evaluation and Accreditation Results for Fuji Women's University

### Overview

Fuji Women's University (hereafter, the University) was originally known as Fuji Women's College, established in 1947, and later opened as Fuji Women's Junior College in 1950, and eventually as Fuji Women's University in 1961. Since then, the University has abolished Fuji Women's Junior College, and currently, the University has the Faculty of Humanities on its Kita-16 Campus in the City of Sapporo, the Faculty of Human Life Sciences and Graduate School of Human Life Sciences on its Hanakawa Campus in the City of Ishikari, Hokkaido. The University has committed to providing education and research activities as the only women's university in Hokkaido.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University revised its rules based on the ideal that “the complementary circle of support integrates brightness in the minds of each active student through humane interactions with faculty members, and the brightness in the minds of each active faculty member” and, rebuilt the system for self-study of its educational and research activities led by the Self-Study Committee. Also, by establishing the Center for Foreign Languages Education and Research, the University actively worked for foreign languages education focusing on English and contracting partnerships with universities abroad, as well as educational reforms such as promoting active learning.

A distinguishing feature of the University's education is that students think and practice on the job while making use of advantages provided by each faculty or department that promote students' independent learning. Examples of these educational opportunities include investigative research, performed in coordination with local municipalities; drafting-problem solving policies; planning and managing child-rearing support events by students; and student-teaching the Japanese Language abroad. Moreover, it is commendable that the University has made and improved a system where Japanese students support international students' Japanese language skills. Because this system creates positive educational effects on students, JUAA hopes it will see further development.

However, the University still has several issues to address. Several departments in the Faculty of Humanities and the Faculty of Human Life Sciences do not have the required number of professors, and there are insufficient fulfillment rates in the Graduate School. Hereafter, because plans to collect and analyze university-wide data and rebuild liberal arts subjects are in progress, JUAA expects that the University will not only solve these issues by making its internal quality assurance system more functional, but will also make further efforts to improve the quality of its education.

### Notable Strengths

#### *Educational Content, Methods, and Outcomes*

- It is commendable that the University conducts education in a way that makes use of particular advantages in each faculty or department while encouraging students to learn independently. For example, because both the Faculty of Human Life Sciences and the Faculty of Humanities focus on active learning, students who take the fieldwork subjects based on a comprehensive agreement with the City of Ishikari conduct investigative research and offer solutions for issues as well as implement household research in Cebu Island in the Philippines. Also, in the “Support for Child-rearing” seminar, the two faculties plan and manage events for the community. In addition, in the “Cross-Cultural Communication” seminar, students plan and conduct such activities as folk culture investigations, and in “Teaching Methods for Japanese Language,” students participate in on-the-job teaching practice in a partner school in Taiwan.

### *Student Support*

- It is commendable that the University has made efforts to provide academic supports for accepted international students. For example, to support students from Taiwan and South Korea, the University established the Japanese Language Tutor System, which utilizes student volunteers from clubs related to international communication, or those who want to study abroad, to provide language learning supports. These volunteers submit a statement of purpose, and those who are selected receive instruction and training before working with the international students. The system provides the student tutors an opportunity to prepare for their future careers. Tutors are required to submit reports after their work with the international system, and the system is reviewed and improved constantly based on those reports. One example of such improvements is enhancement of the contents of the “Tutor’s Guide.”

### **Suggestions for Improvement**

#### *Enrollment*

- In the Graduate School of Human Life Sciences, the ratio of enrolled students to the student enrollment cap is low at 0.38. This number should be improved.

### **Area of Serious Concern**

#### *Faculty and Faculty Organization*

- In principle, the Department of English Language and Culture in the Faculty of Humanities and the Department of Early Childhood Care and Education in the Faculty of Human Life Sciences must each hire one more professor to satisfy the legal requirements.