

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

Gakushuin University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

Certified Evaluation and Accreditation Results for Gakushuin University

Overview

Gakushuin University, founded on Gakushuin School Corporation's purpose of "cultivating individuals of noble character and steadfast judgement; individuals who, possessed of thoughtfulness and deep awareness, are ideally equipped to contribute to the modern world" and its educational goals of "A Broad Outlook, Strong Creativity, and Deep Sensitivity," sets forth the purpose of its undergraduate education as "conducting research and teaching detailed and profound academic theories and applications and nurturing valued individuals, thereby contributing to creative cultural development and human welfare." The purpose of its graduate education is defined as "teaching and conducting research of advanced and specialized academic theories and applications based on undergraduate education, thereby contributing to cultural advancement and human welfare," while the professional graduate school's purpose is "teaching and conducting research of academic theories and applications and nurturing profound knowledge and outstanding abilities for individuals to perform highly specialized professional duties." To achieve these purposes and educational goals, the school corporation created the medium-term Gakushuin VISION 150 and the University developed the medium- to long-term Gakushuin U. Grand Design 2039 (hereafter, the Grand Design) through which they work to enhance the University's educational and research activities.

With respect to internal quality assurance, the University has established the Internal Quality Assurance Committee as an organization responsible for promoting internal quality assurance. In addition, the External Assessment Committee, IR Promotion Committee, Faculty Development Committee, and other relevant organizations assume their respective roles in internal quality assurance. In this way, the University has set in place a system to improve the functioning of the PDCA cycle. Since AY2022, the University has been working to establish a new internal quality assurance system in compliance with the Grand Design under new rules that clearly define the roles of the individual organizations. Under the instructions of the Internal Quality Assurance Committee, individual faculties, graduate schools, and administrative sections annually conduct self-studies. The committee examines the self-study results, conducts its own university-wide self-study, reports the results to the External Assessment Committee and seeks advice as

necessary. In reality, however, the Internal Quality Assurance Committee makes suggestions but does not consider specific improvement measures, even though the committee, in response to the External Assessment Committee's advice, is expected to instruct the faculties and graduate schools to work for improvements. The Internal Quality Assurance Committee does not go beyond reviewing the contents of each faculty and graduate school's self-study and the progress of improvements. Moreover, improvements have not been made for the issues pointed out in the last certified evaluation and accreditation results. The Internal Quality Assurance Committee as the main organization promoting internal quality assurance should actively work to fulfill its role and engage in university-wide management to ensure more effective functioning of the PDCA cycle.

With regard to education, the University sets forth the diploma policy for each faculty, department, graduate school, and graduate course based on the university-wide diploma policy. Under the curriculum policy on the basis of the diploma policy, the University develops structured curricula offering courses appropriate for each degree program. In general, the University properly assesses the academic achievements, grants credits and awards degrees. With respect to assessing student learning outcomes, curriculum maps have been prepared to easily identify the connection between the learning outcomes specified in the diploma policy and the individual subjects. However, the connection between the measurement methods and the learning outcomes in the diploma policy is unclear, although learning outcomes can be assessed to some degree in line with the assessment policy using the results of various surveys, dissertations, and other achievements. This situation requires improvement.

As a distinctive feature, the University has created the new interdisciplinary field of Human Life Science to achieve its purpose of "creative cultural development" by establishing the Graduate Course in Life Science in the Graduate School of Science and the Department of Life Science in the Faculty of Science on the basis of the Institute for Biomolecular Science's research activities, and is making university-wide efforts for arts and sciences-combined integrated research by taking advantage of its "one-campus." This effort is highly commendable. With respect to its social cooperation and contribution, the University is working with Toshima Ward to address community issues by playing the central role in organizing Japanese language classes for local foreign residents, and "Nihongo Net Toshima" comprised of administrative agencies and other relevant bodies is providing opportunities to learn Japanese. The University also seeks to cultivate human

resources who can engage in Japanese language education and develop educational materials to contribute to enhancing the professional skills of students involved in Japanese language education. This effort is also highly commendable.

There are several issues the University needs to address, however, in addition to internal quality assurance and assessment and evaluation of learning outcomes described above. First, with respect to credit substantiation, the Department of History in the Faculty of Letters sets a maximum limit on the number of credits students are allowed to register in a year, but for courses to acquire qualifications, which are not subject to the credit cap, students register an excessive number of credits. This indicates that the University's efforts to ensure credit substantiation are insufficient. In some graduate courses, the ratios of enrolled students to the student enrollment caps are low and require improvement. Furthermore, Faculty Development (FD) and Staff Development (SD) are inadequate and require improvements.

Going forward, JUAA expects the University to expand its distinctive activities and address the above issues, while the Internal Quality Assurance Committee ensures that the university-wide PDCA cycle is functioning effectively.

Notable Strengths

Educational and Research Organizations

- To achieve its purpose of “creative cultural development,” the University established the Graduate Course in Life Science in the Graduate School of Science and the Department of Life Science in the Faculty of Science on the basis of the Institute for Biomolecular Science's research activities. The University is promoting arts and sciences-combined integrated research in the fields of cognitive impairment, cancer, aging, and regenerative medicine, with the Faculties of Science, Law, Economics and Letters as well as the “Centre for Sports and Health Sciences” and the “Global Exchange Organisation for Research and Education” working together to create the new interdisciplinary field of Human Life Science. These efforts are commendable.

Social Cooperation and Contribution

- In collaboration with Toshima Ward, the University organizes Japanese language

classes for local foreign residents. This activity has grown into the Nihongo Net Toshima project consisting of administrative organizations and other relevant bodies. The University plays a central role in expanding the project's organization, making good use of university resources, and providing opportunities to learn the Japanese language. It is noteworthy that the University is contributing to solving regional issues. The University also seeks to cultivate human resources who can engage in Japanese language education and develop educational materials, thereby contributing to the professional skills development of students involved in Japanese language education. These efforts are commendable.

Suggestions for Improvement

Internal Quality Assurance

- In response to suggestions from the External Assessment Committee regarding the results of self-studies conducted by faculties and graduate schools, the Internal Quality Assurance Committee is expected to instruct the faculties and graduate schools to work for improvements. However, the Internal Quality Assurance Committee only passes on suggestions to the relevant faculties and graduate schools, and does not consider specific measures for improvement. The committee does not go beyond reviewing the contents of each faculty and graduate school's self-study and the progress of improvement. Moreover, improvements have not been made for the issues pointed out in the last certified evaluation and accreditation results. The Internal Quality Assurance Committee as the main organization promoting internal quality assurance should support improvements based on the results of each faculty and graduate school's self-study and actively engage in university-wide management to ensure more effective functioning of the PDCA cycle.

Educational Program and Learning Outcomes

- All faculties set a maximum limit on the number of credits student can register in a year, but the Department of History in the Faculty of Letters sets a limit at 58, and exempts from the limit some courses to acquire qualifications. With these courses included, students register an excessive number of credits. Other efforts

to ensure credit substantiation are also insufficient. As this issue was also pointed out in the last certified evaluation and accreditation results, the University should review its efforts and make improvements in line with the purpose of the credit system.

- In the faculties and graduate schools, the connection between the measurement methods and the learning outcomes specified in the diploma policy is unclear, although they do assess learning outcomes on the basis of surveys, dissertations, and other achievements. The University should undertake improvements to appropriately assess and evaluate student learning outcomes

Student Enrollment

- The ratios of enrolled students to the student enrollment cap are low at 0.10 in the Master's Course in Law, 0.22 in the Doctoral Course in Law, 0.23 in the Master's Course in Political Studies, 0.20 in the Doctoral Course in Political Studies, 0.30 in Master's Course in Economics, and 0.31 in the Doctoral Course in Science. The University should adopt measures to ensure that the graduate schools' student quotas are thoroughly managed.

Faculty and Faculty Organization

- The internal regulations for recruitment, hiring, and promotion in the Faculty of Law stipulate that “the faculty takes into account all factors, including years of experience, educational achievements and research outcomes, in evaluating candidates for recruitment, hiring, and promotion,” but the only condition for promotion clearly set forth is the number of years after graduating from university. This issue was also pointed out in the last certified evaluation and accreditation results, and the University should examine the propriety of the criteria and set forth specific conditions.
- The Graduate School of Science has failed to implement its own FD activities and should take steps to implement FD.

University Management and Finance

- Faculty member SD is not sufficiently implemented, and the University should make institutional efforts to enhance the faculties' knowledge and abilities and to promote the measures outlined in the Policy on University Management with faculty and staff working in collaboration.