

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

**Fuji Women's University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Hokkaido, Japan
<b>Accreditation Status</b>	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

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

### **Overview**

The educational philosophy of Fuji Women's University (hereafter “the University”) is “to achieve its mission of nurturing highly intelligent women with well-rounded character traits who live in love and service to human society at large, through holistic higher education for women based on the Christian view of the world and human beings.” The University has set forth the three objectives of “fostering well-educated students while respecting individuality and seeking universal truths”; “striving to nurture students with the character to pursue the truth proactively and independently with a spirit of tolerance”; and “addressing various issues in local communities, developing international awareness in students, and fostering individuals who wish for world peace as they strive to fulfill their responsibilities as a member of human society.” To achieve its philosophy and objectives, the University has formulated the Visions for Co-Creating the Future of Fuji Women's University, Fuji Women's University Basic Policies, and the Action Plan to Materialize the Vision for Co-Creating the Future, and works to enhance its educational and research activities.

As for internal quality assurance, the Self-Study Committee has been established as an organization to promote university-wide internal quality assurance. In light of the results of the Self-Study Committee's review conducted the year before, each department compiles an annual activity plan in accordance with the Action Plan and submits the annual plan to the Self-Study Committee through the Planning and Coordination Office. Each department implements its activities according to the plan, and the Self-Study Committee provides feedback to each department based on the results of the Interim Report and Final Report. The University has also designated the President's Office Council as a discussion body responsible for management of teaching and learning and for decision-making, and makes efforts toward improvements and enhancements, with the Self-Study Committee and the President's Office Council working together.

Regarding education, all of the faculties and graduate school appropriately design their curricula based on their degree award policies (diploma policies) and curriculum design and implementation policies (curriculum policies). One of the University's unique and excellent initiatives is the Fuji Academic & Career English (ACE) Program designed to help students acquire advanced English language skills.

Under the auspices of the Active Learning Promotion Council, the University has established “i. Learning Space” as an active learning space for students’ independent study, and Fuji Student Assistants (hereinafter “FSAs”) manage and operate the space and provide learning support. As an excellent initiative to put into practice “Fuji Connected to the Community,” which is one of the Visions for Co-Creating the Future of Fuji Women’s University, the Social Contribution Promotion Council plays a central role in organizing events for local families with small children and conducting joint and funded research in cooperation with municipalities in Hokkaido, aiming to return the University’s educational and research achievements to society. Faculty and staff members as well as many students participate in these activities, which not only helps the University contribute to society but also provides students with opportunities to put their academic learning into practice. This is a commendable initiative.

There are several areas of improvement the University should address. The graduate school has not explicitly outlined its position on curriculum implementation, and both the faculties and graduate school need to make further efforts to manage student quota fulfillment.

Going forward, the University is advised to make efforts for improvement and resolve these issues by detailing the internal quality assurance system and procedures in its policy and regulations, and ensuring the functionality of the university-wide PDCA cycle. The University is also expected to further enhance its unique initiatives based on the Visions for Co-Creating the Future while ensuring the functioning of the PDCA cycle, thereby making further progress.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- As an initiative to put into practice “Fuji Connected to the Community,” which is one of the Visions for Co-Creating the Future of Fuji Women’s University, the Social Contribution Promotion Council plays a central role in returning the University’s educational and research achievements to society. In particular, the Faculty of Human Life Sciences organizes events supporting parents with small children in the community, providing students with opportunities to engage with parents caring for children. The Faculty also collaborates with research facilities and municipalities in Hokkaido to conduct joint research, with students actively participating in product

development and promotion. It is commendable that the University contributes to the local community through these initiatives and provides students with opportunities to put their academic learning into practice.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The Graduate School of Human Life Sciences does not outline its basic position on curriculum implementation in its curriculum design and implementation policy, which should be addressed.

### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap in the Graduate School of Human Life Sciences is low at 0.38, and improvements are required to ensure thorough quota management in the graduate school.

## **Recommendation**

### *Student Enrollment*

- The average ratios of freshman enrollment to the freshman enrollment cap in the last five years are low at 0.85 in the Faculty of Human Life Sciences and 0.70 in the Department of Human Life Studies, Faculty of Human Life Sciences. The ratio of student enrollment to the student enrollment cap is low at 0.83 in the Faculty of Human Life Sciences as a whole, 0.68 in the Department of Human Life Studies, Faculty of Human Life Sciences, and 0.83 in the Department of Food Science and Human Nutrition, Faculty of Human Life Sciences. These ratios should be improved to ensure that the faculty and departments' student quotas are thoroughly managed.