

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

Bunkyo University



Basic Information of the Institution	
Ownership: Private	Location: Saitama, Japan
Accreditation Status	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

Certified Evaluation and Accreditation Results for Bunkyo University

Overview

Bunkyo University (hereafter, the University) originated in 1927 as Rissho Women's School for Needlework, whose founding spirit and mission was "The Rissho Spirit," the spirit of the Lotus Sutra. In 1966, Rissho Women's University was established. In 1976, Rissho Women's University was renamed Bunkyo University, and in the next year it became a coeducational university. Currently, the University is a comprehensive university with seven faculties and five graduate schools. Its Koshigaya Campus in Koshigaya City, Saitama Prefecture, houses the Faculty of Education, the Faculty of Human Sciences, the Faculty of Language and Literature, the Graduate School of Education, the Graduate School of Human Sciences, and the Graduate School of Language and Culture, while its Shonan Campus, in Chigasaki City, Kanagawa Prefecture, houses the Faculty of Information and Communications, the Faculty of International Studies, the Faculty of Health and Nutrition, the Faculty of Business Administration, the Graduate School of Information and Communications, and the Graduate School of International Cooperation.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has worked in a united fashion for improvements and reforms to resolve the issues pointed out in the last accreditation. In particular, the Bunkyo University Self-Study Committee (hereafter, the Self-Study Committee) has examined whether the University has complied with the basic legal requirement, whether each faculty or graduate school has achieved basic evaluation points, and has examined the policies for each criterion. Also, by building a system through the newly established "Bunkyo Center for Education and Research," the University has improved the curriculum (through efforts such as publicizing its policies on degree award and curriculum design policies, innovated curricula in each faculty), and created a course model and a curriculum map. In addition, the University has established an admissions center to collect information and generate plans for entrance examinations.

The University has an excellent reputation for training teachers, and has established a unique curriculum. Also, in regards to social cooperation, the University has worked for regional contributions that have been helpful for the students' learning.

However, the University still has several issues to address. Some faculties and graduate schools have insufficient content in their policies on degree award and the curriculum design policies. Also, there are discrepancies in the quality of the syllabi content among faculty members. In addition, certain graduate schools have not sufficiently worked to improve their classes. JUAA hopes that the University will improve the issues mentioned above. To do that, JUAA expects the whole University to work together for building and making functional a system to assure the quality of its education, and further development.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University has deepened its students' understanding of education issues through concrete experiences. In "On-the-Job Education Analysis Practice I and II," which all graduate students of the Graduate School of Education is required to register, graduate students study issues under the supervision of the teacher in charge in the schools they visit, and present the results of their practice in their experience reports. Also, the faculty member in charge and the students conduct interactive discussions and debates to share their experiences with each

other to deepen their knowledge. Moreover, the results of the classes are summarized in reports at the end of each academic year through practices or discussions, and these are distributed to the principal, the assistant principal, and the teacher adviser of the school they visited.

Social Cooperation and Contribution

- It is commendable that the University has conducted various educational activities as part of its social contribution. For example, the University has established the “Ainomi Library” in Koshigaya Library, and opened it to local children. Its students have participated as volunteers in activities at the library, such as conversation parties, which has enriched their experience as educators. Also, as part of a contract with Koshigaya City, many faculty members in the University help train teachers in public elementary and junior high schools in the city, and have taken part in research activities. Moreover, the University has dispatched its students as volunteers or faculty members to elementary and junior high schools in several communities. These activities have been actively conducted by the Faculty of Education and help the students grow and mature as educators.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The curriculum design policies in the Faculty of Education, the Faculty of Language and Literature, the Faculty of Business Administration, the master’s and doctoral programs in the Graduate School of Human Sciences, the Graduate School of Language and Culture, the master’s program in the Graduate School of Information and Communications, and the Graduate School of International Cooperation only describe the current states and do not indicate the basic ideas on educational content and methods. This should be improved. Also, the master’s and doctoral programs in the Graduate School of Human Sciences do not have the separate policies on degree award or the curriculum design policies. This should be improved.
- The maximum number of credits students can register for per year has not been set in the Faculty of Education. This should be improved in accordance with the purpose of having a credit system.
- As the template of the university-wide syllabus does not specify learning outcomes or the format and method of teaching in the class outline, the content of the syllabus varies depending on the faculty. This should be improved for the purpose of students’ learning.
- While questionnaire surveys for the improvement of teaching are conducted in the Graduate School of Information and Communications and the Graduate School of International Cooperation, it is each individual faculty who makes efforts to link the survey results to improvement. These efforts should be systematic and made as a part of faculty development.
- In the doctoral programs in the Graduate School, some students complete all the requirements except the dissertation, and leave the university before completing the dissertation requirement within the time limit by the University. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is an inappropriate use of the system that should be corrected. In

accordance with the purpose of having doctoral programs, the University creates measures to enhance degree completion within the required time frame.

Enrollment

- The Graduate School of Human Sciences does not have separate admission policies for the master's and the doctoral programs. This should be improved.
- In the graduate schools, the ratio of enrolled students to the student enrollment cap is low at 0.40 in the master's program in the Graduate School of Education, 0.42 in the Graduate School of Information and Communications, and 0.40 in the Graduate School of International Cooperation. These numbers should be improved.