

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

Kyoto Bunkyo University

Basic Information of the Institution	
Ownership: Private	Location: Kyoto, Japan
Accreditation Status	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
Related Links	
Kyoto Bunkyo University: http://www.kbu.ac.jp/kbu	
Full Text of the Accreditation Results (in Japanese): http://www.juaa.or.jp/accreditation/university/result_2012.html	
Accreditation Standards, Process and other related information (in English): http://www.juaa.or.jp/en/accreditation/university.html	

Certified Evaluation and Accreditation Results for Kyoto Bunkyo University

Notable Strengths

Educational content, methods, and outcome

- Kyoto Bunkyo University has made efforts to improve its educational methods and enhance the quality of students, staff, and faculty members through “FSD” activities. The FSD combines FD (faculty development) and SD (staff development) together with students’ efforts to encourage participation in academic meetings, make presentations, organize exchanges with other universities, and promote regular publications in relation to development activities to realize the university’s purpose of being “with the students.” It is especially commendable that the university has developed a unique compulsory course for freshmen, named Introduction to Kyoto Bunkyo, in which educational content is organized not only by faculty members, but also by students and staff, and includes Shaberiba (“a discussion place”) and Bunkyo Menu (presentations introducing the university).

Student support

- It is commendable that the university’s faculty and staff cooperate to guide students closely. For example, the advisor system allocates one faculty member to each student. The Student Follow Schedule allocates faculty to students who experience problems continuing their education. The Student Affairs Office, Student Committee, department heads, and faculty members use the Follow Schedule to check course registration, attendance, and credits acquired as a reference to better advise students. The results of the Follow Schedule are collected and reviewed in each department, Student Committee, and Student Affairs Office.

Social cooperation and contribution

- It is commendable that the university has not only attempted to establish trust with the local community and an indispensable position within that community, but has also extended the range of social experiences of students to take their own initiative in problem-solving. Students can apply for the Regional Student Network Project, which emphasizes regional cooperation in education with faculty, field research office staff, and community partners supporting students. Faculty and staff remind students to “clarify objectives,” “have empathy for others,” and “link the present moment with future development” to promote awareness of the Plan-Do-Check-Act (PDCA) cycle and encourage students to keep up steady efforts.

Suggestions for Improvement

Educational content, methods, and outcome

- Third and fourth year students in the Faculties of Human Studies and Clinical Psychology can register for a maximum of 60 credits per year, which is high. No maximum has been set for the number of credits that transfer students can register for in a year. This needs to be rectified.
- In the Graduate School of Cultural Anthropology and the Graduate School of Clinical Psychology, criteria for examining degree-seeking dissertations have not been clearly defined. This should be specifically clarified for students in the Student

Handbook (and other handbooks).

- In the doctoral program in the Graduate School of Clinical Psychology, some students complete all the requirements except the dissertation, and leave the university before completing the dissertation requirement within the time limit set 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. The university should modify the ways to address this problem, and, in accordance with the purpose of having course-based doctoral programs, should create measures to encourage the degree completion within the required time frame.

Enrollment

- The ratio of enrolled students to the student enrollment cap is low in the Graduate School of Cultural Anthropology at 0.25. This should be improved.
- The ratio of transfer students to the transfer student admission cap is low at 0.05 in the Department of Cultural Anthropology in the Faculty of Human Studies, and it is also low at 0.30 in the Department of Social Design Studies in the same Faculty. In addition, the ratio is low at 0.30 in the Department of Clinical Psychology in the Faculty of Clinical Psychology. These ratios should be improved.

Education and research environment

- There are no regulations concerning research ethics. This should be improved.

Administration and finance

- The university has not clarified the relationship between the University Management Council and the University Academic Council delineating their responsibilities and powers. This should be improved.
- Although there are several large-scale development plans such as the Second Uji Campus Plan to expand its facilities, the university lacks financial backing. Annual financial plans should be compiled for these development plans.

Area of Serious Concern

Enrollment

- In the last five years in the Department of Social Design Studies in the Faculty of Human Sciences, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.35. The ratio of enrolled students to the student enrollment cap is low at 0.87 in the Department of Cultural Anthropology in the same Faculty. These numbers must be improved.