

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

International College for Postgraduate Buddhist Studies



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

## **Certified Evaluation and Accreditation Results for International College for Postgraduate Buddhist Studies**

### **Overview**

International College for Postgraduate Buddhist Studies (hereafter, the College) originated from the International Institute for Buddhist Studies in 1996. Established by the International College for Buddhist Studies, it comprises only of the Postgraduate Division of Buddhist Studies which offers a five-year integrated Postgraduate Program of Buddhist Studies. The College relocated to a new campus in Tokyo's Bunkyo Ward in 2010 and has been carrying out educational and research activities with the clear objective to train Buddhist scholars capable of operating in the international arena.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010, the College has made improvements based on the suggestions made in the review. It formulated an internal quality assurance policy in 2016 and installed a mechanism for improvement by positioning the Self-study Committee as the unit responsible for implementing self-study and assessment as well as proposing improvement plans based on the findings.

The College is unique in its efforts to train students in basic language and other skills necessary for their research by offering subjects on Japanese language, classics and Chinese classics for foreign students as well as Sanskrit and other subjects, which are essential for Buddhist research, for students who have not studied these subjects. It has also set up a "Special course in Buddhist studies" as a compulsory subject to develop fundamental skills in students. All students and faculty members participate in this subject to discuss and debate research findings. This effort is commendable because it helps broaden the students' perspective and leads to improvement in research quality.

On the other hand, the College needs to address several issues, including insufficient enrollments and lack of mechanisms for career support and prevention of harassment. Moreover, being a post graduate university with a Doctoral program only, the College considers it unnecessary to provide career support as students are basically expected to work as researchers. However, it should support students in building their research careers. The College is expected to make further improvements by leveraging the improvement system it established in 2016 centered on the Self-study Committee and connect the outcomes to further development of the College.

## **Notable Strengths**

### *Educational Content, Methods, and Outcome*

- The College is striving to improve basic language skills of its students by offering subjects such as Japanese language and reading comprehension of classics and Chinese classics for foreign students as well as Sanskrit and Tibetan, which are essential for Buddhist research, for students who have not studied these languages. It also holds a “Special course in Buddhist studies” in which all students and faculty members participate to discuss and debate research findings. This helps broaden the perspective of graduate students and increase their interest in research. It is commendable that these efforts have resulted in a drastic increase in presentations in academic conferences and are contributing to improvement in research quality.

## **Suggestions for Improvement**

### *Student Support*

- The regulations of the student consultation office only bears a mention of “harassment” and various regulations related to overall prevention of academic and other harassment are missing. The College also does not have any committee or other body to prevent harassment. These issues should be addressed.

### *Internal Quality Assurance*

- Among the information required to be released in accordance with the Ministerial Ordinance for Enforcement of the School Education Act, the College website does not contain information on items such as qualifications of some faculty members, employment status of graduates, and information on support provided to students for training, selection of career path and care of physical and mental well-being. These issues should be addressed.

## **Area of Serious Concern**

### *Enrollment*

- In 2017, the average of ratios of freshman enrollment to the freshman enrollment cap and student enrollment to the student enrollment cap were low at 0.80 and 0.70 respectively. This should be improved.