

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

Tezukayama University



Basic Information of the Institution	
Ownership: Private	Location: Nara, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited	(Accreditation Period: April.01.2015 – March.31.2022)

## Certified Evaluation and Accreditation Results for Tezukayama University

### **Overview**

Tezukayama University (hereafter, the University) was founded in 1964 as a university with a single faculty, the Faculty of Liberal Arts. Since then, the University has established and reorganized several faculties, departments, and graduate schools.

Currently, it has had six faculties, the Faculty of Humanities (renamed the Faculty of Letters in 2014), the Faculty of Economics, the Faculty of Business Administration, the Faculty of Law, the Faculty of Psychology, and the Faculty of Contemporary Human Life Science; and four graduate schools, the Graduate School of Economics, the Graduate School of Humanities, the Graduate School of Psychological Sciences, and the Graduate School of Law and Policy. It has two campuses, Nara Higashi-Ikoma Campus, located in Nara City, Nara Prefecture, and Nara Gakuen-Mae Campus, also located in Nara City, and has developed its educational and research activities based on its founding spirit.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the University has produced positive results by pursuing various kinds of projects. Indeed, since the fiftieth anniversary of its founding, it has defined itself as “a university conducting many projects” and has made that definition the centerpiece of the university motto, which has resulted in the development of education and research that utilizes the local character of Nara, leading to the University’s social cooperation and contributions. However, regarding the student enrollment, since several faculties and graduate schools have not met their enrollment quota, the University should consider enrollment management as a challenge for the future. Also, JUAA expects that the University will make its internal quality assurance system fully functional to undergo further development, since it has already begun to develop its internal quality assurance efforts, including forming a system of institutional research (IR).

### **Notable Strengths**

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

- It is commendable that the University, following the policies on degree award, has organized a curriculum that utilize the unique local character of Nara emphasizing fieldworks, and that is consistent from undergraduate through graduate education. In particular, the Department of Japanese Cultural Studies in the Faculty of Letters offers basic subjects “Study of Nara Culture A” and “Study of Nara Culture B” that involve a series of “Out-of-Campus Training” (conducted usually thirty times per year) in which students have experience-based opportunities to visit historical buildings and museums to learn about Nara. Moreover, in the Graduate School of Humanities, a team of full-time faculty members co-teaches a lecture-fieldwork class titled “Studies in History and Culture of Nara.” The University requires that students take this class to encourage them to link the content to their future research and investigation and to widen their perspectives. In addition, the Graduate School of Humanities has implemented a practicum through an internship agreement with the Nara Prefectural Museum of Folklore.
- It is commendable that the University has made efforts to revitalize its education. In particular, the University has renovated its e-learning system using “TIES,” a system well received by other universities, and since 2013, it has developed an e-book system using Moodle. This technology helps students use their learning hours effectively and encourages them to study before and after their classes. Moreover,

in order to develop original educational materials that fit in this e-learning system, the University has established an “Office to Develop TIES Educational Materials” to support its faculty using the system.

- It is commendable that the University has made efforts to promote effective and useful improvements to teaching. In particular, the General Education Center has played a central role in holding regular forums for faculty development (FD) in which participants engage in not only dealing with urgent issues, but also in several activities focusing on students’ learning outcomes, such as making curriculum maps and trees. The center also holds a regular event, “Open Class Week,” and implements course evaluation questionnaires for improvement. In another initiative, “Course Evaluations by High School Students,” high school students are invited to join a class and study side-by-side with university students. Afterward, the high school students are asked to fill out questionnaires, and the results are used to compile a “Teaching Tips” report that contains measures and skills useful for class management. The report is distributed to each faculty member.

#### *Student Support*

- It is commendable that the University helps students find time to study outside their regular classes. Following its policies to support students and to encourage students to think and act by themselves, the University has established the Learning Support Center on each campus. Through these offices, faculty members offer students opportunities to consult with them about individual study as well as other matters and to receive support for extracurricular programs to earn certifications. In addition, the Nara Higashi-Ikoma Campus has two active learning spaces “C3 (C Cube)” and the “Community Center,” which students use frequently for their voluntary group learning activities.

#### *Social Cooperation and Contribution*

- It is commendable that the University has promoted a wide, multi-faceted, and ubiquitous effort to share the results of its research and educational activities with local communities. In particular, to note its fiftieth anniversary, the University launched many projects involving cooperation with local communities. The Faculty of Business Administration has succeeded in developing products in collaboration with local companies. The Faculty of Contemporary Human Life Science and the Graduate School of Psychological Sciences have played a central role in offering support for local residents through the “Child-Raising Support Center” and the “Mental Health Care Center.” Moreover, the Archaeological Research Institute and Museum has held a series of public lectures that feature local characters. These are the University’s social contribution, attempting to share the knowledge it has produced with the larger society. In addition, the University has promoted international exchanges that are closely connected to local communities by sending international students as language educators.

#### **Suggestions for Improvement**

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

- In the Graduate School of Psychological Sciences, the same policy for curriculum design applies to both the master’s and the doctoral program, and, therefore, no differentiation is made. This situation should be improved.

- The maximum number of credits students can register for a year has been set high at fifty-eight for fourth-year students in both the Department of Living Space Design and the Department of Child Studies in the Faculty of Contemporary Human Life Science. This situation should be improved in accordance with the purpose of having a credit system.
- In the Graduate School of Law and Policy, the criteria for examining degree-seeking theses and dissertation have not been clearly stated for the students. This situation should be improved, by clearly stating them in the student handbooks such as “Registration Guidelines.”
- In the doctoral programs, 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. In accordance with the purpose of having doctoral programs, the University should create measures to enhance the degree completion within the required time frame.

#### *Enrollment*

- The ratio of enrolled students to the student enrollment cap is low at 0.22 in the doctoral program in the Graduate School of Economics, and at 0.17 in the master’s program in the Graduate School of Law and Policy. This should be improved.

#### **Areas of Serious Concern**

##### *Faculty and Faculty Organization*

- With regard to the legally required number of the full-time faculty members, there is a shortage of faculty who have assistant-supervisor status—a shortage of three faculty members in the doctoral program in the Graduate School of Economics, and a shortage of five faculty members in the doctoral program in the Graduate School of Law and Policy. This situation must be corrected.

#### *Enrollment*

- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is low at 0.80 in the Faculty of Economics, at 0.85 in the Faculty of Business Administration, and at 0.81 in the Faculty of Law. The ratio of enrolled students to the student enrollment cap is also low at 0.68 in the Faculty of Economics, at 0.76 in the Faculty of Business Administration, and at 0.74 in the Faculty of Law. This situation must be corrected.