

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

Doshisha University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Kyoto, Japan
<b>Accreditation Status</b>	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

## Certified Evaluation and Accreditation Results for Doshisha University

### Notable Strengths

#### *Educational content, methods, and outcome*

- It is highly commendable that Doshisha University (hereafter, the University), using its strengths as a “university” (i.e., a universe of various academic fields) has made efforts to make its educational content systematic. In particular, the University offers “classes in General and Liberal Education,” which consist of many subjects in various academic fields of study, and in which three subject groups are divided into ten specific subjects. For instance, the “Project” subject in the subject group of “Supporting Career Formation” is taught in a style called “PBL.” The themes of this class is solicited from, or suggested by, the public, including businesses and government offices and agencies. It is commendable that the classes allow students to learn the generative knowledge, skills, and management cycles used and created in actual practices, to actively participate in the series of processes from the start to finish, to acquire practical problem identification and problem-solving abilities, and to foster critical thinking.
- It is commendable that the University has taken various initiatives to realize “internationalism,” one of its educational missions, in its curriculum and educational content. For example, the University has established a program called the “The Institute for the Liberal Arts (ILA),” which aims at fostering persons of talent who possess interdisciplinary knowledge and international communication skills in various fields of study and who can act as liaisons between Japan and other countries. Also, at its Imadegawa campus, the University has established a Japan base for the “AKP-Doshisha Center for Study Aboard” (joined by universities such as Amherst College) and the “Stanford Japan Center.” In cooperation with the universities and colleges associated with these centers, the University has offered “Study Abroad Related Subject” classes such as “Stanford University subjects” and “AKP subjects” for international and Japanese students.
- It is commendable that the University has developed a system of Grievance Committee. This system allows students to ask questions about the grades they received and to lodge grievances. It also allows students to request improvements to problems in educational content and teaching methods which they cannot solve by consulting directly with the faculty teaching the class. They may also ask the University to investigate and identify the causes of problems and to offer responses to the students.

#### *Student Support*

- It is commendable that the University fully supports students with disabilities. For example, it has offered support for students with disabilities in their learning, career development, and job-hunting thorough the Office of Student Disability Services, where trained student volunteers participate in the service as support staff. In addition, the University offered a program of distance education and learning opportunities to the student victims of the 2011 Earthquake who are also disabled. The students supported through this program included those who were not Doshisha students.
- It is commendable that the University has made efforts to realize its mission to

foster students with diverse values they learn from one another with a spirit of mutual growth and autonomy. In particular, the University has created a number of mutual support systems for students, including: “peer advisors,” which offer consultations with first-year students about campus life and course selection, “peer mentors,” in which elder students tell younger students about their various kinds of experiences, “student staff” for students with disabilities, “tutors in support of international students’ learning and research” who help international students, and “peer assistants for international students.” Many students participate in these activities.

- It is commendable that the University has developed a system of student support that allows students to engage in self-directed study. The University has taken an innovative initiative to support students’ learning outside of class. Specifically, the University has established Learning Commons, a program developed based on the concept of learning exchanges, mutual enlightenment, and cultivating academic skills. It is the largest of its kind in Japan with various facilities that can be used for different purposes. In the Learning Commons, academic instructors (who have appointments at the Center for Learning Support and Educational Development) are always available, and individual learning consultations and seminars to acquire academic skills are held regularly. In addition, learning support coordinators conduct consultations regarding ways to use ICT technologies. Students’ use of the Learning Commons is very high.
- It is commendable that the University has taken various initiatives to support students’ career development. Notably, it created the Career Center, which offers a number of programs, including the “Career Formation Project,” which is a phased project starting with first- and/or second-year students, “Career Support Volunteers,” which help students develop their career paths by supporting each other, “Internship,” and individual consultations. These initiatives are centered on individual students and respond to each student’s needs. As a result, the success rate of students who get jobs is high, and the satisfaction rate of students for the work they find is also high.

#### *Administration and Finance*

- It is commendable that the University has successfully reformed its administrative structure and educational and research organizations. This process has involved the establishment of new faculties and the migration of some faculty buildings. Specifically, in 2005, the University formulated a mid- and long-term plan concerning University administration and the development of the educational and research environment. Moreover, it created a new position of “chief” (for each faculty), whose responsibility is to assist deans in administrative duties with the aim that “chiefs” function to promote university-wide communication and to implement decisions. The University has reformed its decision-making process and system, including rearranging various meetings into five “chief liaison meetings”. In addition, the University has made public the records and memoranda of major meetings such as meetings of the Board of Trustees and the Board of Councils, by posting them to the faculty home page, which allows faculty members to more fully understand the direction into which the University is moving. As a result, the University has succeeded in a lengthy process of campus redevelopment and revision and reform of its educational and research organizations.

## Suggestions for Improvement

### *Faculty and Faculty Organization*

- Concerning the hiring and promotion of faculty members, the Regulations for Faculty Hiring and Regulations for Graduate School Faculty Hiring define university-wide procedures and regulations. However, none of the faculties and graduate schools (excepting the Graduate School of Law and the Graduate School of Health and Sports Science) have clear regulations of their own. In addition, the Faculty of Global Communications has set regulations for promotion, but not regulations for hiring. This situation should be improved.

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

- In several doctoral programs (i.e., the Department of Aesthetics and Art Theory in the Graduate School of Letters, the Department of Social Welfare and the Department of Sociology in the Graduate School of Social Studies, the Graduate School of Commerce, and the Graduate School of Policy and Management), the policies for organizing and implementing of the curriculum do not clearly and specifically state the basic principles of organization of educational content, teaching methods, and kinds of curriculum to be made. This should be improved.
- The course “Theology Organizational Studies I” offered in the Graduate School of Theology is taught jointly with the undergraduate program; however, the grading and evaluation policies for graduate and undergraduate students are not differentiated. That is, the system to assure the quality of education for each group of students has not been developed. This should be improved in accordance with the purpose of each degree program.
- In the doctoral programs of the Graduate School of Theology, the Graduate School of Social Studies (excepting the Department of Education and Culture), the Graduate School of Commerce, the Graduate School of Policy and Management, and the Graduate School of Science and Engineering (excepting the Department of Information and Computer Science), the curricula do not appropriately combine coursework and research. This should be improved by offering curricula suited for doctoral programs in light of the purpose of having course-based doctoral programs.
- The maximum number of credits which students can register for per year has been set high at fifty-two for fourth-year students in the School of Theology and in the Faculty of Commerce. This should be improved in accordance with the purpose of having a credit system.
- In the doctoral program of the Graduate School of Theology, the syllabi have been written in a standardized format; however, some syllabi lack specificities and details in their descriptions of “lesson plans” and “learning beyond the class hours” (e.g., preparation and homework). This should be improved so that the syllabi are more helpful to student learning.
- In the master’s programs of the Graduate School of Theology, the Graduate School of Policy and Management, and the Graduate School of Life and Medical Sciences, explanations for research guidance plans are given orally; however, a clear, systematic guide for these research and writing is missing, as the explanations are not written in the student handbooks (or other handbooks). This

should be improved.

- The criteria for examining degree-seeking theses and dissertations have not been clearly written up in the following academic programs: the master's program in the Graduate School of Theology; the master's program in the Graduate School of Letters; the master's and doctoral programs in the Graduate School of Social Studies; the master's program in the Graduate School of Law; the master's program in the Graduate School of Economics; the master's program in the Graduate School of Commerce; the master's program in the Graduate School of Policy and Management; the master's program in the Graduate School of Culture and Information Science; the master's and doctoral programs of the Graduate School of Science and Engineering; the master's and doctoral programs in the Graduate School of Life and Medical Sciences; the master's program in the Graduate School of Health and Sports Science; the master's and doctoral programs in the Graduate School of Psychology; and the Graduate School of Brain Science. Moreover, although the criteria for examining degree-seeking dissertations have been formulated, they are not clearly indicated to the students in the following academic units: the doctoral program in the Graduate School of Commerce and the doctoral program in the Graduate School of Culture and Information Science. Each unit should improve this situation by stating the criteria in student handbook (and other handbooks).
- In the doctoral programs of all the graduate schools at the University, some students complete all the requirements except the dissertation, and leave the university before completing their 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 not an appropriate use of the system and should be corrected. It is expected that the University will reconsider the ways to deal with this problem, and that it, in accordance with the purpose of having a course-based doctoral program, will create measures to ensure degree completion within the required time frame.

#### *Enrollment*

- The ratio of enrolled students to the student enrollment cap is high in the following academic units: at 1.27 in the Department of Media, Journalism and Communications and at 1.25 in the Department of Education and Culture in the Faculty of Social Studies; at 1.25 in the Department of Political Science in the Faculty of Law; at 1.21 in the Department of Biomedical Engineering in the Faculty of Life and Medical Sciences; and at 2.67 in the doctoral program in the Graduate School of Theology. The ratio is low in the following academic units: at 0.12 in the master's program in the Graduate School of Economics and at 0.47 in the master's program in the Graduate School of Commerce. This situation should be improved.
- Regarding the admission of transfer students, article twenty-three of the University Rules states that transfer students are admitted when there are open seats available, and that the number of admission capacity should be "a few." However, in practice, some faculties and departments admit transfer students even when the ratio of enrolled students to the student enrollment cap is beyond one hundred percent. This differs from the stated rule, and should be improved.
- In the five-year doctoral program in the Graduate School of Policy and

Management, most students are third-year transferred students from the Doshisha Business School. The program should recruit first-year students, so that it can realize the founding idea of the five-year program and offer a coherent education with a systematic curriculum.

### **Area of Serious Concern**

#### *Enrollment*

- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is high in the following departments in the Faculty of Science and Engineering: at 1.22 in the Department of Mechanical and Systems Engineering, at 1.21 in the Department of Molecular Chemistry and Biochemistry, at 1.20 in the Department of Environmental Systems Science, and at 1.29 in the Department of Mathematical Sciences. Also, in the Faculty of Science and Engineering as a whole, the ratio of enrolled students to the student enrollment cap is high at 1.24. In particular, the ratio is high in the following departments: at 1.28 in the Department of Information Systems Design, at 1.20 in the Department of Electrical Engineering, at 1.26 in the Department of Mechanical and Systems Engineering, and at 1.22 in the Department of Energy and Mechanical Engineering, at 1.31 in the Department of Molecular Chemistry and Biochemistry, at 1.24 in the Department of Chemical Engineering and Materials Science, at 1.25 in the Department of Environmental Systems Science, and at 1.36 in the Department of Mathematical Sciences. This situation must be corrected.