

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

**Doshisha University**



Basic Information of the Institution	
Ownership: Private	Location: Kyoto, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

## **Certified Evaluation and Accreditation Results for Doshisha University**

### **Overview**

Doshisha University conducts education and research based on the founding spirit of “Education of Conscience” and achieves its goals by implementing the trinity of its three educational missions of “Christian Principles”, “Liberalism”, and “Internationalism”. In 2016, the University created the Doshisha University Vision 2025 to celebrate its upcoming 150th anniversary in 2025 and compiled a Mid-Term Action Plan consisting of specific goals that stem from the six themes within the action plan, and is currently working toward fulfilling those goals.

The internal quality assurance system was reviewed in 2017, after which the University created the Internal Quality Assurance Promotion Committee to determine policies and procedures throughout the University and definitively establish the relationships and roles for Quality Assurance Committees and Self-Assessment Committees inside undergraduate and graduate divisions. The Internal Quality Assurance Promotion Committee assembles and reviews results from each organization’s checks and reviews, recommends courses of action to the President as needed, and establishes mechanisms for providing each organization with the President’s directions for improvement. Specifically, it implements improvements from areas like the “Core Policy for Developing Doshisha’s Three Educational Policies,” each year’s “Matters to Address Based on Checks and Accreditation Results,” and others and verifies that the PDCA cycle functions effectively.

Regarding education, both undergraduate and graduate divisions have appropriately established their degree award policies (diploma policies) and curriculum design and implementation policies (curriculum policies). Curricula are organized with consideration given to systematicity and order. The University is also taking measures to promote active participation from students by ensuring communication with students and discussions with teachers using online “e-classes,” providing information on the syllabus, and checking how well courses adhere to the syllabus using student education assessment surveys. Both the “ALL DOSHISHA” Program for Innovation in Higher Education that supports proposals for high quality educational programs in undergraduate and graduate divisions that align with University policy and “Project Courses” where outside lecturers are invited to provide students with experience in identifying and solving issues using PBL-style classes aimed at cooperation with the community and local businesses are

considered valuable initiatives because they achieve the University's mission of mutual development via Result Reporting Meetings and have resulted in increased student enrollment. The University also established The Institute for the Liberal Arts where students from six divisions can obtain a degree via courses taught only in English, formed the Global Resource Management Program which is a five-year graduate school program in the Humanities and Sciences, and promotes academic exchanges with international students, all of which are highly valued for achieving the "Internationalism" aspect of the University's mission.

There are, however, some issues that need to be resolved. First, the graduate schools do not set forth their research supervision methods and schedule in their research supervision plans and this should be corrected because some graduate schools do not indicate these to students. Some improvements are required as some undergraduate and graduate divisions have not clearly established the degree award policy and curriculum design and implementation policy for each degree and some graduate divisions have a low ratio of student enrollment to the graduate school admission cap. Additionally, while the University established assessment policies in undergraduate and graduate divisions and started taking initiatives to measure and understand learning outcomes, faculty that do not use graduation theses have not clarified the relationship between the learning outcomes indicated in the degree award policy and the existing measurement standards. These must be clarified and their measurement methods devised and improved in order to progress.

In the future, it is hoped that the University will continue to implement and develop useful cycles for internal quality assurance, address the above issues, further develop numerous characteristic initiatives, and produce even more independent and self-reliant students that embody the mission of "Conscience Education" in order to further achieve the University's goals.

## **Notable Strengths**

### *Educational Program and Learning Outcomes*

- One characteristic is that many liberal arts courses shared between the undergraduate divisions develop via cooperation with the community, such as businesses and local organizations. In particular, "Project Courses" offered by the Center for General and Liberal Education puts out calls for course content to the community and businesses and then invites local leaders working in the field into classrooms as lecturers to work

in close association with full-time teachers. Students learn from people with real-life wisdom and skills and so gain the problem-solving skills, planning skills, etc. known collectively as “project literacy”. The University is valued for the way in which its curricula based on the Liberalism in the educational mission develops self-sufficient individuals that can think critically and scientifically while working alongside local businesses and organizations, such as the previous example where developing students’ comprehensive potential as human beings leads to the creation of strategic projects with the participating organization.

- The University operates the All Doshisha Educational Advancement Program used to improve education and research capabilities, offers liberal arts courses common to all divisions, introduces minors in multiple undergraduate divisions, bears a certain amount of business expenses, and develops education by fusing Humanities and the Sciences, expanding interdisciplinary education, and forging organizational alliances with external organizations. In particular, the program brings a new approach to education by contributing to career development support and the development of people with a global mindset in the hopes that the results of this program will create waves both inside and outside the University. It is valued for the way it targets outcomes that improve the quality of education throughout the University, holds meetings on achievements and progress, and brings expectations of future results in areas that try new educational initiatives that will ripple throughout the University. This program is expected to produce results in the future.
- The University has assembled curricula in a variety of fields where students can obtain a degree in classes conducted solely in English. The Center for Global Education offers an educational program within the undergraduate program where students can obtain a degree only in English and a learning environment where students from international education courses focused on exchange students and International Specialization Courses from six faculties study together in English. Beyond that, Global Resource Management uses a five-year integrated system spanning the 1st and 2nd half of a doctoral program to offer practical opportunities via hands-on experiences so students can learn a variety of problem solving methods and the Japanese Course in the Faculty of Global Communications geared towards exchange students only uses multidisciplinary-style degree programs that correspond with a borderless and diverse society to achieve the “Internationalism” in the University’s education mission.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The Department of Molecular Chemistry and Biochemistry in the Faculty of Science and Engineering awards different degrees for a Bachelor of Science and a Bachelor of Engineering, but the content of the degree award policy and the curriculum design and implementation policy is the same for both degrees and this must be improved so that each degree specifies its own.
- The School of Theology, the Faculty of Law, the Faculty of Economics, the Faculty of Commerce, and the Faculty of Policy Studies use student reviews at graduation to understand and measure learning outcomes, but the relationship between the items in those reviews and the learning outcomes indicated in the degree award policies is unclear and so the method cannot be said to be appropriate. The University must improve this system by establishing an appropriate method that corresponds to the scope of learning for each degree and working to understand the learning outcomes indicated in the degree award policies.

### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is low at 0.36 for the Master's Programs in the Graduate School of Letters, 0.42 for the Master's Programs in the Graduate School of Law, and 0.12 for the Master's Programs in the Graduate School of Commerce. The University should thoroughly implement graduate school quota management.

### *Faculty and Faculty Organization*

- Neither the Faculty of Law, the Graduate School of Law, nor the Faculty of Global and Regional Studies conducted any FD for educational improvement in academic years 2018 and 2019. Also, as either few or an unknown number of students enrolled in the Faculty of Social Studies and the Graduate School of Social Studies, the University must make improvements in each undergraduate and graduate division as well as the collective undergraduate programs and the collective master's and

doctoral programs.

## **Recommendation**

### *Educational Program and Learning Outcomes*

- The method and schedule for research supervision for the Doctoral Programs in the Graduate School of Economics are not fully established as a research supervision plan. While the Master's Programs and Doctoral Programs in the Graduate School of Science and Engineering supply materials that indicate the method and schedule for research supervision as a research supervision plan, they do not indicate specific details on the content of supervision and this should be corrected.