

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

**Rissho University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

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

### **Overview**

Rissho University sets forth the guiding principle of its founding spirit based on the three pledges of “Seek truth and show sincerity,” “Value justice and reject evil,” and “Desire peace and serve humankind,” with the purposes of the University, faculties, and graduate schools grounded in this principle. To realize the University’s principle and purposes, the First Rissho University Gakuen Medium-Term Plan (Rissho Vision 150) was formulated through AY2022. In the same academic year marking the 150th anniversary of the University’s founding, the Rissho Grand Design was drawn up to promote the long-term vision of what the University should be in ten years’ time as a guideline for permanently developing the Rissho institutions. The grand design specifies education, research, social cooperation and contribution, school administration and management, and alumni partnerships as the five key pillars supporting the University’s future development.

The University’s internal quality assurance is undertaken based on the Internal Quality Assurance Policy and other relevant regulations. As an organization promoting internal quality assurance, the Self-Examination Committee of each faculty and graduate school instructs them every academic year to create the Periodic Review Item Checklist and submit the review results. Based on the checklist results, the committees cooperate with different university-wide bodies, including the Center for Educational Development, Executive Liaison Committee, and other centers to produce the Inspection and Assessment Report. The strengths and issues identified in this process are compiled as the Self-Examination Result List and shared systematically across the university to make improvements and enhancements. However, in terms of the items requiring improvement from a university-wide perspective, the Self-Study Committee and the President’s Office participate in reviewing the inspection and assessment results as well as supporting improvement and enhancement measures, but the meeting’s involvement is not specified in the regulations or other rules, indicating the unclear roles and connections of the organizations partially involved in the tasks. The University is expected to reexamine this situation.

Regarding the University’s education, the faculties and graduate schools have systematically organized their curricula based on the diploma and curriculum

policies, specified the maximum number of registered credits allowed, and encouraged student learning by monitoring their studies outside of class hours through lesson support and other systems. In addition, the Center for Educational Development plays a central role in promoting the introduction of active learning and flipped classrooms throughout the university to stimulate student motivation and improve class effectiveness. An assessment policy has also been established to set indicators at institutional, curricular, and subject levels in an attempt to monitor and evaluate student learning outcomes, but the approaches are different in the faculties. The Center for Educational Development is expected to define the university-wide indicators for learning outcomes in the future as it explores the benchmarks.

As part of its social cooperation and contribution activities, the University is working with external research collaborators to carry out the Rissho University Uzbekistan Academic Interchange Project designed for faculty members and students from several faculties to conduct survey research on ancient Buddhist monuments and their conservation and restoration work. The project was supported as a Private University Research Branding Project by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) between AY2017 and AY2019, and has since been maintained with the University's support as Rissho University Gakuen's branding project. Specifically, project members conduct exchanges with the people of Uzbekistan through book donations and publishing textbooks in the country, and return and disseminate their research outcomes through newsletters and other means. It is highly commendable that the University's project is producing positive outcomes in various areas, including international exchange, social contribution, and education and research, as students who participated in the project embark on their professional careers in related fields.

There are issues the University needs to address, however. Some faculties and departments have low ratios of student enrollment to the student enrollment cap and low average ratios of freshman enrollment to the freshman enrollment cap over the past five years. The ratios of student enrollment to the student enrollment cap are also low in some graduate schools. The University needs to ensure that its student quotas are thoroughly managed.

To enhance its educational and research and other activities both on campus and off in the coming years, the University should examine the propriety of its internal quality assurance, restructure the system, and efficiently implement self-studies and improvement measures, before addressing various issues. The University is also expected to progress further while advancing its distinctive initiatives that

have produced positive outcomes.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- As an international social contribution activity pursuing global education and research, the University is working with research collaborators in Uzbekistan to carry out the Rissho University Uzbekistan Academic Interchange Project aimed at conducting survey research on ancient Buddhist monuments and their conservation and restoration work. Even after MEXT's support for the promotion project ended, the University has continued to fully support the project, and is widely returning the survey research outcomes to society through the media. Project members are also deepening their exchanges with Uzbek people through book donations and publishing Japanese language and culture textbooks in the country. It is commendable that the University is taking advantage of its distinctive features and expertise to conduct international research activities, and is producing outstanding outcomes in multiple areas, including international exchange, social contribution, and education and research.

## **Suggestions for Improvement**

### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.45 in the master's program in the Graduate School of Social Welfare, 0.42 in the Graduate School of Geo-Environmental Science, and 0.14 in the doctoral program in the Graduate School of Geo-Environmental Science. These ratios should be improved with the graduate schools' student quotas thoroughly managed.

## **Recommendation**

### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.85 in

the Faculty of Geo-Environmental Science and 0.79 in the Department of Environment Systems, Faculty of Geo-Environmental Science. The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are also low at 0.88 in the Faculty of Geo-Environmental Science and 0.81 in the Department of Environment Systems, Faculty of Geo-Environmental Science. These ratios must be improved with the faculty's student quotas thoroughly managed.