

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

**Bunkyo University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Saitama, 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 Bunkyo University**

### **Overview**

Bunkyo University, founded on the spirit of “Empathy for All Humanity,” has appropriately established educational and research purposes for all faculties and graduate schools. The University specifies its educational philosophy and purpose in the Bunkyo University Regulations (hereafter, the “University Regulations”) and the graduate schools’ educational philosophy and purpose in the Bunkyo University Graduate School Regulations (hereafter, the “Graduate School Regulations”). The objectives of human resource development and other educational and research activities for each faculty, department, graduate school, and major are properly specified in the University Regulations or Graduate School Regulations. The University also formulated and implemented Bunkyo Action Plan 2021 (Bunkyo University Foundation Medium-term Management Plan) from AY2018, and the Foundation Management Strategy – Medium-term Management Plan Bunkyo Action Plan 2025 from AY2021.

Regarding the University’s internal quality assurance activities, the University Council adopted the Internal Quality Assurance Policy (Organizations and Their Roles to Promote Internal Quality Assurance and the Internal Quality Assurance Procedures) in 2019, and the Regulations on Promoting Bunkyo University Internal Quality Assurance (hereafter, the “Promotion Regulations”) was established in 2020. The President Policy Office, University Council, Graduate School Committee, and Joint Faculty Council, formed as organizations promoting university-wide internal quality assurance, work closely together under the president’s leadership to improve internal quality assurance. However, the Promotion Regulations inadequately promotes internal quality assurance, the position of the Joint Faculty Council is unclear, and the inspection and assessment sheets for committees, centers, and other organizations are insufficient. These issues should be addressed to better manage the internal quality assurance promotion organizations and operate the PDCA (Plan-Do-Check-Act) cycle.

As for education, the University has appropriately established the diploma and curriculum policies. It is particularly commendable that the University’s founding spirit of Empathy for All Humanity is embodied in the faculties’ curriculum polices with the curricula reflecting the school’s education based on its founding

spirit. Student learning outcomes are monitored by adopting portfolios, competencies, and other measurement indicators, but for many faculties these methods are inadequate for measuring the learning outcomes specified in the diploma policy. All graduate schools use interim report sessions and thesis reviews as indicators for measuring the student learning outcomes that correspond to the specialized fields of study in each degree program, but the link with the diploma policy is unclear. The University is expected to effectively measure the learning outcomes stated in the diploma policy, and to utilize the measurement results for better learning contents and teaching methods in the future.

In terms of social cooperation and contribution, the Regional Collaboration Center was established in 2020 to further promote activities based on the University's policy. While strengthening its system, the center offers various activities that include work experience programs for neighboring junior high schools, internships for high schools, and cross-cultural experience workshops.

Regarding the University's faculty organization, the number of full-time faculty members meets the requirements of the Standards for the Establishment of Universities and Graduate Schools. However, the legally mandated number of full-time faculty members was one short in the Department of International Tourism and Hospitality Management, Faculty of International Studies, between AY2021 and AY2022. With some members set to retire at the end of AY2022, the University recruited three people in AY2022 for appointment in April 2023. With the staff shortage now resolved, the University should work to prevent similar situations from occurring in the future by operating the internal quality assurance system to examine the appropriateness of faculty organization, and to maintain the organization with the required number of faculty members.

The University should also address the issue of student enrollment as some graduate school programs continue to fall short of fulfilling their student quotas. The University is expected to make further improvements by continuing such measures as stepping up its graduate school promotional and publicity activities for undergraduate students while carrying out other approaches under consideration.

In the coming years, the University is expected to progress further by more properly structuring the organizations promoting internal quality assurance, appropriately operating the university-wide PDCA cycle, and resolving different issues through these efforts.

## **Notable Strengths**

### *Educational Program and Learning Outcomes*

- To foster the University's founding spirit of Empathy for All Humanity, Invitation to Bunkyo University was created as a required subject taught by multiple lecturers for all first-year undergraduate students to deepen their understanding of various aspects of the University ranging from its history and faculties' features to efforts to promote SDGs (Sustainable Development Goals) and an inclusive society. In addition, the Faculty of Health and Nutrition offers the Nurturing the Heart subject in conjunction with its qualification courses. The Faculty of Business Administration has designed its curricula based on the diploma policy of "management with respect for humanity," with first-year Humanity and Business Administration and second-year Multiculture and Management introduced as subjects for students to acquire specialized knowledge in psychology, organizational theory, and management theory. It is commendable that unique approaches have been adopted to promote a deeper understanding of the University by reflecting its founding spirit in the curricula.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- The Promotion Regulations stipulates the President Policy Office (President Council and President Strategy Office), University Council, Graduate School Committee, and Joint Faculty Council as organizations formed for promoting university-wide internal quality assurance by working together to operate the internal quality assurance system. However, the responsibilities and roles of these organizations are unclear, and the reporting process from the faculties, graduate schools, centers, and other groups to the meeting bodies is imprecise. This issue should be addressed with the regulations reviewed to clarify the internal quality assurance procedures based on actual conditions.

### *Educational Program and Learning Outcomes*

- The Faculty of Human Sciences, Faculty of Language and Literature, Faculty of

Information and Communications, Faculty of International Studies, and Faculty of Business Administration have introduced rubric evaluations for graduation theses and other coursework, following the university-wide decision, and some faculties use external tests to monitor student learning outcomes. However, these methods are not clearly linked to the diploma policies and inadequately monitor and evaluate the learning outcomes stated in the policies. Moreover, the graduate school programs monitor student learning outcomes based on the screening of dissertations and other means, but the connection to the diploma policies is unclear. These issues should be addressed to properly monitor and evaluate the knowledge and skills stated in the diploma policies.

#### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.20 in the master's course in the Graduate School of Education and 0.00 in the doctoral course in the Graduate School of Human Sciences. These ratios should be improved with the graduate schools' student quotas thoroughly managed.