

## Shitennoji University (四天王寺大学)

### Evaluation summary

#### “Standard 1. Mission and Objectives, etc.”

Based on the school philosophy of “education based on the Buddhist spirit of Shotoku Taishi,” the School Motto is clearly defined in the student handbook, etc., as an educational policy. Its meaning and contents are embodied through actual practice including the meetings of Jukaie (handing down the precepts), religious services, and meditation before class to understand the school philosophy. Education is provided to cultivate human resources to contribute to society by voluntarily acquiring humanistic culture and specialist skills. The educational objectives are briefly written as four items for “the development of human resources to contribute to society.” The educational goal is clarified in the Guideline Notebook distributed to students and in the key phrase: “Cultivation of an unwavering heart and mind,” and is specifically promoted. The mission, goal and three policies (diploma policy, curriculum policy, and admission policy) are clearly stated on the website, etc., and publicized both inside and outside the university. In addition, the rules, organizations, and systems of the institution comply with appropriate laws and regulations including the Standards for Establishment of Universities.

#### “Standard 2. Learning and Teaching”

The purport of the educational goal and policy as a Buddhist university are explained to applicants at various stages before admission. The admission policies of each faculty are shown in the university brochure, entrance examination guide, and examination literature and on the university website to be publicized inside and outside the university. Although the enrollment capacity is not filled in some departments, the enrollment quotas of the entire university are met, and the acceptance of students is by and large appropriate. The curriculum consists of three pillars: “basic education course,” “common education course,” and “specialized education course” which is based on the curriculum policy, and the diploma policy is also clear. In addition, class subjects for career support are appropriately allocated. In particular, SAs (Student Assistants) of fourth-year students are allocated in the Career Seminar Practical Training to make it more effective. Hiring and promotion of teachers are appropriately carried out based on the rules.

#### “Standard 3. Management, Administration and Finance”

The institution strives to operate the incorporated entity in compliance with laws and regulations including the School Education Act. It also addresses racial issues, personal information protection, whistle-blowing, crisis management, appropriate use of public research expenses, and environmental conservation, and regulations for safety, etc, are well-developed. The President is also the director of the incorporated entity, and attends the board of directors as a representative of the university and the graduate school. Communication between the university and the board of directors is sufficiently ensured. By assigning the Vice-president to assist the President in an integrated manner, there is a good system to allow the President to exercise his/her leadership appropriately. Audits by auditors are carried out periodically to ensure a sound balance of income

and expenditure.

#### “Standard 4. Self-inspection and Evaluation”

Based on the Self-Inspection and Evaluation Committee Rules, the standing director involved in university management assumes a leadership role in self-inspection and evaluation as the chairperson of the committee. Self-inspection and evaluation are carried out on the goals of each department by a school-wide system. The Educational Development Promotion Headquarters set forth a vision of a mid-term plan to guarantee quality of learning, and promote all-round education by problem-solving type education. The Self-evaluation Report (main part, data part, and list of materials) is distributed to all full-time teachers and all departments of the secretariat every year so that the education department and management departments can share the self-inspection and evaluation results. The Integrated IR and Strategy Center and the Teaching Education Promotion Center were also set up, and the mechanism of the PDCA cycle was established in the education division and management division. Further, to understand the current status, each faculty and department and appropriate departments of the secretariat analyze data collected from students' class evaluation questionnaires, entrant questionnaires and graduate questionnaires.

To sum up, the institution achieves the educational principles and objectives which are based on the school philosophy, and makes efforts to secure applicants in terms of quality and quantity by a school-wide system. It is apparent that the institution has a strong will to counter the tendency that the number of applicants is decreasing due to a declining birth rate.

For details about “Standard A. Collaboration with Social Communities” and “Standard B. International Exchange and Collaboration,” which are set forth as the institution's unique initiative based on its mission and objectives, please refer to the general remarks on the standard.