

HIROSHIMA BUNKYO UNIVERSITY (広島文教大学)

Evaluation summary

Standard 1. Mission and Objectives, etc.

The University's founding principles, educational principles, Gakuen-kun, university mission, university vision etc. are formulated as its mission and goals in response to the times. The meaning and content of each of these are both concrete and clear, and have also been set out succinctly in writing. "Enriching the Mind and the Self" is regarded as the university's individuality and distinctive quality. With the decrease in the 18-years-old population and super-aging of society, the University has begun to carry out reforms. The understanding and support of executives are obtained through the inclusion of the University's mission and goals in business plans and business reports, while the understanding and support of faculty and staff are obtained through the deliberation process, beginning with the Higher Education Research Center. Furthermore, the mission and goals are stated in the university guide and Student Life Handbook as well as on the University website, and are also clearly presented to students. The mission and goals are reflected in the University's mid- and long-term plans based on Business Policies for the Academic Year 2014, and are also reflected in each of the University's three policies (diploma, curriculum and admission policies). In order to achieve its mission, goals, and educational objectives, the University has established five departments within two faculties and one graduate school.

Standard 2. Students

Based on the educational principles, admission policies are formulated for each faculty, department, and graduate school; these policies are made widely known and efforts are also made to ensure the fairness and appropriateness of entrance examination evaluations in accordance with admission policies. Overall, the University is generally securing student numbers. A Learning Support Office has been established through collaboration between faculty and staff, and TAs (teaching assistants) are utilized appropriately. Student services are taken charge of by the Student Life Support Committee and Student Consultation Room. In order to achieve its educational objectives, the University has appropriately provided and is effectively utilizing a campus, buildings, physical education facilities, a library, information equipment and facilities, etc. Improvements such as the introduction of barrier-free facilities around the campus are being made. The number of students taking each class is managed and overseen appropriately.

Good point

- The University can be highly evaluated for its initiatives on teacher recruitment exams and other job-searching exercises such as Ganbari-no-Kai, targeting students studying childcare for preschoolers, through which fourth year students provide their juniors with information about public servant exam preparation, efforts to be made in job-seeking, practical skills examinations etc.

Standard 3. Educational Curriculum

The University formulates a diploma policy based on educational objectives and makes the policy widely known. Standards for awarding credits, promotion to the next school year and certifying graduation and completion based on the diploma policy are prescribed under the University Regulations, and student performance evaluations are carried out strictly using grade point average (GPA) as well. Performance evaluation criteria and class plans are set out in the University and Graduate School syllabuses and applied appropriately. Curriculum policies have been formulated for each department and are made widely known. Educational curricula are organized systematically in accordance with curriculum policies, ensuring consistency with diploma policies. Liberal arts education has been designed to enable students to undertake it systematically. Centered on the Higher Education Research Center, the University is endeavoring to improve teaching methods through FD/SD training workshops and other measures. Learning outcomes are inspected and evaluated objectively based on the University's three policies, and the results of this analysis are fed back to the three policies in a cyclical system.

Standard 4. Faculty and Staff

In addition to the President's authority with regard to the administrative affairs of the University being clearly stated, a system has been created to assist the President by the posting of two Vice Presidents and two Assistants to the President and establishment of the President's Office. The President's Assistant Council and other committees that are important for education and learning management and their authorities and responsibilities have been clearly stipulated. With regard to organizational composition, too, staff are allocated appropriately. Recruitment and promotion of faculty is carried out in accordance with regulations. FD (Faculty Development) activities are carried out in a planned and organized manner. Multiple Faculty and Staff training workshops and FD/SD training workshops are held on a regular basis every academic year, and training on grant acquisition methods and other matters is carried out. Furthermore, the University has created a Qualification Acquisition Incentive Program as a system for encouraging self-development by staff, with staff rewarded for acquiring specified qualifications and human resources nurtured. A Faculty Support Section has been created within the General Support Division in order to support research, and support is also provided for work related to Grants-in-Aid for Scientific Research applications in addition to research support. A Research Ethics Committee has been created within the Higher Education Research Center. Research funds are provided for faculty in addition to their individual research funds.

Standard 5. Management, Administration and Finance

Management discipline and integrity have been ensured through the creation of various regulations related to organizational management and organizational ethics. The University has introduced its own independent target management system, and efforts aimed at achieving its mission and goals are carried out continuously. The University has prescribed various harassment-related regulations, and

measures for raising awareness among faculty and staff are being carried out. With regard to considerations pertaining to environmental conservation, Measures for Improving the Environment for Students are being implemented. Students are provided with disaster response manuals. The Board of Directors and Board of Councilors are operating appropriately. In addition, the appointment of standing auditors has enhanced the functioning of the Chair of the Board of Directors and Board of Directors. The University has prepared a Management Reform Plan (academic years 2018–2020), and financial operations are being carried out based on the plan. Accounting procedures are being implemented properly.

Good point

- The University can be highly evaluated for the content of the Auditing Report, prepared every academic year by the standing auditors, which is not only systematically organized and includes an appendix of related materials, but also compiled precisely down to fine details and provides a general summary of auditing results.

Standard 6. Internal Quality Assurance

The University’s Higher Education Research Center has been established as an organization for promoting internal quality assurance. Internal quality assurance was selected as the common research theme for the academic year 2019. The Higher Education Research Center comprises the FD Subcommittee and IR Subcommittee, and together with the separately organized Self-Inspection and Evaluation Committee, is involved on operations aimed at internal quality assurance. With regard to the establishment of a PDCA cycle mechanism for departments, faculties and the graduate school as well as for the University as a whole, aimed at internal quality assurance, such a mechanism has been operating based on Education Evaluation Sheets prepared in accordance with the University’s three policies since the previous academic year, and further expansion is anticipated.

In summary, the University has undergone various changes over its history since its foundation as a professional training college in the academic year 1948, including a shift to co-education, separation of the Department of Elementary Education from the Faculty of Human Science and its re-establishment as the Faculty of Education in April 2019. With the decrease in the 18-years-old population and super-aging of society, the University has begun to carry out reforms with a view to expansion over the coming ages. Adjustments have also been made to the educational curriculum, and inspections and evaluations are also carried out in accordance with the three policies. Education and learning management is implemented, training is provided for both faculty and staff, and the University can be expected to further expand in the future.

Note that with regard to the University’s unique standards, the general comments on “Standard A. Community collaboration and social contribution” should be referred to.

It should be noted that the University has cited the following remarks.

1. Self-Access Learning Center supporting independent learning

2. Fostering of teachers with strong practical abilities through independent learning