

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

Joshii University of Art and Design



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

Certified Evaluation and Accreditation Results for Joshibi University of Art and Design

Overview

Joshibi University of Art and Design provides art education to realize the guiding principle of enabling women to achieve independence with professional careers and attain higher social status. Based on this principle, the University sets forth the founding spirit of “empowering the self-reliance of women through the arts,” “improving the social status of women,” and “producing women teachers in the arts.” As a single-department institution with the College of Art and Design and the Graduate School of Art and Design, the University has produced many female sculptors, educators, researchers, and other professionals in the art and design field. To realize the founding spirit in a modern society, the Management Planning Council formed under the Board of Directors in AY2018 has created the Joshibi Strategic Positioning vision to present the University’s direction and roles. The vision sets forth the University’s ultimate goal of “becoming a one-of-a-kind art university that nurtures individuals by making the most of women’s unique artistic sensibility.” To achieve this goal, the University has laid out “art university for women,” “art university with eyes on Asia and the world,” and “art university with high educational quality” as the three specific types of university it aspires to be. With these ambitions in mind, the University has formulated the Medium-term Business Plan to conduct educational and research activities.

The University used to conduct self-study activities with the Self-Inspection Committee and the Self-Assessment Committee formed under the Board of Directors. In AY2021, the University established the University-wide Internal Quality Assurance Promotion Committee as an internal quality assurance committee, with the two existing bodies positioned under the new committee to assure the quality of its education. Under the revised system, the teaching and learning organization plays a central role in the University’s improvement efforts, but it is unclear how the University-wide Internal Quality Assurance Promotion Committee coordinates with the divisions, committees, and other bodies, and what role each committee plays. Further efforts should be made to address this issue, as the University states it will consider creating a mechanism for implementing improvement and enhancement measures based on the self-study results.

As for education, the University is in the process of formulating three

diploma, curriculum, and admissions policies for each department amid its ongoing reorganization (establishment of a new department). The college's curriculum is designed for students to earn most of the credits required for graduation from specialized course subjects focusing on practical skills and seminars, with small group instruction facilitating communication between faculty and students. To measure students' generic skills (general social skills), the University conducts tests based on the same measurement items used at the beginning of enrollment and in the third year to monitor learning outcomes and analyze how much students have learned over the past years. The University is also considering the introduction of various systems, including a rubric, learning portfolio, course numbering, and diploma supplement, in the Medium-term Business Plan. To improve its curriculum and educational methods, the University solicits student input in lesson surveys conducted every semester and provides the feedback to course instructors.

The University has undertaken several distinctive initiatives with a particular focus on career support by taking advantage of its art expertise. The Career Development A-D subjects were designed based on the concept that students with acquired expertise can demonstrate their abilities not only in creative fields but across a wide range of career paths. These systematic lessons consist of A: Communication Skills Development (first-year students), B: Industry Research + SPI Aptitude Test Preparation, C: Support for Independent Artists and Freelancers, and D: Curriculum Vitae, Mock Interviews, and Artwork Portfolios. In addition, students are encouraged to participate in internships at companies, local governments, and other organizations with credits awarded based on the length of work. For extracurricular activities, the University offers the Shared Workshop system that allows students to take part in various programs set up by laboratories in order to learn techniques and skills outside their areas of expertise. In AY2022, the JOSHIBI Artist in Residence program was launched to support international career development. It is highly commendable that the University has developed a systematic student career support system to encourage students to think broadly about their future careers.

There are several issues regarding the University's faculty development, however. Various training opportunities are provided, but the target participants for each training session are not specified, resulting in low participation rates in some divisions as well as inadequate management of the participants. Moreover, the graduate school has not conducted its own FD activities. The University states that the University-wide Internal Quality Assurance Promotion Committee will address this situation, but more efforts should be made to systematically organize the

necessary training sessions and provide absent members with follow-up support and additional training opportunities.

In the coming years, the University is expected to operate its internal quality assurance system more effectively with the University-wide Internal Quality Assurance Promotion Committee fulfilling its role, and address issues by utilizing its long experience of providing women with art education and advancing its distinctive initiatives.

Notable Strengths

Student Support

- Various career support programs are offered for students from the first year to graduation. The Career Development A-D subjects systematically teach students the knowledge and information necessary for art majors to search for career opportunities, and help them improve their social and other skills. Moreover, JOSHIBI Lab. was created in AY2022 to conduct surveys and research with the aim of facilitating women's self-actualization through art, and the JOSHIBI Artist in Residence program aimed at supporting international career development was launched to return the University's educational outcomes to students. The program invites internationally active female artists to offer students opportunities to learn firsthand from the artists' production activities and lessons during their residency. It is commendable that the University is stepping up these efforts to provide specifically designed career support to meet the needs of individual students.

Suggestions for Improvement

Internal Quality Assurance

- The University's internal quality assurance policy states that self-study conducted by the Self-Inspection Committee is assessed by the Self-Assessment Committee, with instructions for improvement based on the results issued by the University-wide Internal Quality Assurance Promotion Committee. In fact, the Self-Inspection Committee carries out both inspections and assessments as well as drafts the improvement proposals, while the other two committees' tasks are

limited to reviewing and approving the assessment results. Moreover, based on the inspections and assessments conducted in line with the University Standards, the University-wide Internal Quality Assurance Promotion Committee only presents each division and department with issues to be addressed through the University-wide Self-Study Report, without issuing specific instructions for improvement. This situation should be addressed with the roles of the meeting bodies involved in internal quality assurance clarified to operate the system in accordance with the policy.

Faculty and Faculty Organization

- The graduate school's own FD activities have not been conducted. This issue should be addressed with its FD activities appropriately implemented.