

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

Tama Art University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

Certified Evaluation and Accreditation Results for Tama Art University

Overview

Tama Art University (hereafter, the University), which was established as a university in 1953, was founded from Tama Imperial Art School (established in 1935), Tama Art and Design School, and Tama Art Junior College. In 1964, the University installed the Graduate School of Art and Design. In 2014, in order to develop and expand design education, the University conducted major reformations, such as integrating the Faculty of Art and Design (day division) and the Faculty of Art and Communication (evening division) into the Faculty of Art and Design. As of 2015, the University has ten departments and five majors in the Faculty of Art and Design, three departments in the Faculty of Art and Communication, five majors in the master's program, and one major in the doctoral program in the Graduate School of Art and Design on its Kaminoge Campus in Setagaya Ward and Hachioji Campus in Hachioji City (both of which are in Tokyo). In 2014, the Faculty of Art and Communication suspended admissions.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has conducted development activities by making university reformations based on the Midterm and Long-Term Basic Plans, and by improving faculty development (FD) activities through the introduction of class evaluations by students.

Through the use of policies that focus on the development of independent thinking and externalizing skills, the University has supported education that promotes flexible thoughts and creativity. Students stimulate each other through classes with diverse and unique content, such as project-based classes, or Project-Based Learning (PBL). Moreover, it is commendable that the University has vigorously conducted social cooperation and social contribution activities by making use of its features as an art university.

However, the University still has several issues to address. In addition to the ambiguous research instruction plan, there is room for improvement in the stipulation of the curriculum design policy, as well as the criteria for examination of thesis (dissertations). It is expected that the University will consider its unique qualities as an institution of art and deal with these issues by building any reviewing organization or system for each activity, as well as a university-wide system for internal quality assurance that will lead to further improvements and reforms.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University has become a place of learning where students in each department stimulate each other through classes with diverse content, such as cooperative efforts with companies and others in industry-academic-government collaboration research that generates flexible thoughts and innovative creativity. For example, the Faculty of Art and Design has opened project-based subjects called Project-Based Learning (PBL), which students in any department or any grade can take, in order to help them with “the development of independent thinking and externalization skills.” This is a unique education policy of the University.

Social Cooperation and Contribution

- It is commendable that the University has actively cooperated with the local governments as well as companies, museums, and other institutions to eagerly

develop social contribution activities. For example, the program established by the Lifelong Learning Center has developed energetic activities that engage full- or part-time faculty, staff and members, and students as well. In particular, “*Asobijutsu*,” a program offering a variety of lectures for children where students play a role as teaching assistants, has enhanced children’s powers of creativity, and given them many opportunities to interact with art.

Suggestions for Improvement

Mission and Purpose

- The purpose of fostering of human resources is not defined in the regulations of the Faculty of Art and Design. In addition, stated purpose of the graduate school as well as the master’s and doctoral program use the same statement as the one used in the School Education Act or the Standards for Establishment of Graduate School, which is not considered unique to the University. These purposes should be improved.

Faculty and Faculty Organization

- The criteria for promotion and qualification of student guidance in the graduate school are not clearly stated. This should be improved.
- Faculty development (FD) activities (except the improvement of teaching) have not been conducted. It is expected that the university should implement the FD activities to improve the quality of each faculty member.

Educational Content, Methods, and Outcome

- The content of the curriculum design policies in the Faculty of Art and Design and the Graduate School of Art and Design indicates the purpose of fostering of human resources, but does not state the basic ideas regarding educational content and methods. In the Graduate School of Art and Design, each program does not define its own policy. Furthermore, the publication of the curriculum design policy in the Faculty of Art and Design is limited on the University’s website, and the policy is not publicized in any media in the Graduate School of Art and Design. It is expected that both the Faculty and Graduate School should review the content of these policies and make them available to not only to students and the faculty, but also to the general public.
- The curricula of the doctoral program in the Graduate School of Art and Design do not appropriately combine research work and course work. Considering the purpose of the credit-based degree granting system, the doctoral program should offer appropriate educational content.
- In the Department of Art Science, the maximum number of credits students can register for per a year is high at 50, and fourth-year students have no maximum limit. In addition, other departments do not set a maximum number of credits students can register for per a year. This situation should be improved.
- In the doctoral program in the Graduate School of Art and Design, some students complete all the requirements except the dissertation, and leave the University before completing their dissertation requirement within the time limit. It is stipulated that when these students submit their dissertations later, even though they do not have the enrollment status, they are granted doctoral degrees in the same manner as those

students who have been continuously enrolled. This is not an appropriate use of the system. The criteria for granting doctoral degrees should be reconsidered, and in accordance with the purpose of the course-based doctoral program, measures to facilitate the degree completion within the required time frame should also be taken.

- In the master's and doctoral programs in the Graduate School of Art and Design, the examination criteria for the thesis (dissertation) and graduation work are not clearly indicated to students. These criteria should be clearly stated in the student handbook.

Enrollment

- Four out of five items in the admission policies are the same for the Faculty of Art and Design and the Graduate School of Art and Design, and each program does not have a separate admission policy in the Graduate School of Art and Design. Each program in the Faculty and the Graduate School should develop its own policy.

Internal Quality Assurance

- The Exploratory Committee on the Enhancement of Education is supposed to take on the central role of self-study for the entire university, but the name of this committee is a generic term given to three section meetings and this committee has no substantive role in self-study. In addition, the Self-Study Section Meeting that is responsible for self-study and evaluation does not implement its tasks regularly. Furthermore, the arrangement of the Headquarters for Intra-University Reform and Application for the University Accreditation, its member composition, the content of discussion, and the cycle of self-study are not defined, and the organizational structure for constant internal quality assurance has been insufficiently established. Therefore, the process of internal quality assurance has not been functional. This situation should be improved.

Area of Serious Concern

Educational Content, Methods, and Outcome

- In the master's program in the Graduate School of Art and Design, research instruction plans have not been formulated. These must be corrected, so that instruction for research and writing for degree seeking theses will be given based on the plan.