

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

Josai International University



Basic Information of the Institution	
Ownership: Private	Location: Chiba, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: unaccredited	

Certified Evaluation and Accreditation Results for Josai International University

Overview

Josai International University defines its educational philosophy as “developing an international character and mindset” based on the university corporation’s founding spirit of “character building through learning.” Under the educational philosophy, the faculties set forth the purpose of “contributing to the advancement of the standards of higher education and academic research in Japan, and to the further development of human culture,” and the graduate schools state their purpose as “teaching and researching the theories and applications of specialized academic fields, and contributing to the advancement of culture through such studies.” A medium-term plan (AY2020-AY2024) under the medium- to long-term vision has been laid out to achieve the University’s educational philosophy as well as the purposes of the faculties and graduate schools. The University undertakes various initiatives by formulating and implementing its annual activity plan.

The University has established three diploma, curriculum, and admission policies based on the above educational philosophy and purposes, and has designed the curricula under these policies. Curriculum maps and course charts, designed to clarify the positions of lesson subjects, ensure the curricula are sequenced for students to take courses in a systematic way. The Basic Common Subject Group for All Faculties offers cross-faculty subjects combining liberal arts and science. The student learning outcomes stated in the diploma policy are inspected and assessed in a multifaceted way based on grades, study abroad experiences, internships, and pass rates for certification and qualification exams.

To support student learning, the University has undertaken an outstanding initiative in an academic advisory system in place for more than 30 years since its founding. Full-time faculty members are assigned as advisors to individual students to provide university-wide learning assistance, including pre-enrollment introductory education, freshman education, course and study guidance, and career support. Counseling services are also offered based on each student’s concerns and specific needs. This system is commendable as a distinctive and outstanding initiative producing such positive outcomes as contributing to the downward trend in the University’s withdrawal rate. Moreover, the JIU-Community Liaison Center (CLiCs) plays a central role in

conducting various activities for the “promotion of industry and tourism,” “regional development and community revitalization,” “health promotion and improvements in welfare,” and “development of regional human resources.” It is commendable that the University is actively involved in a wide range of community-based social cooperation and contribution activities while utilizing the characteristics of each faculty and encouraging student participation.

Regarding internal quality assurance, the University has established a university-wide policy and formed the University-Wide Assessment and Evaluation Committee as an organization overseeing self-studies (self-evaluations). Under the committee, a self-study (self-evaluation) system has been developed for the faculties, graduate schools, administrative organizations, and other bodies. The IR Promotion Office conducts planning, surveys, liaison, coordination, and other administrative work, and the University-Wide Assessment and Evaluation Committee carries out improvement measures after receiving the self-study (self-evaluation) results. However, the University does not clarify the authority and roles of the organizations related to internal quality assurance, including the University-Wide Assessment and Evaluation Committee, University Management Meeting, Academic Management Meeting, and IR Committee. This situation should be addressed with the authority and roles of these bodies clearly defined. Moreover, the Regulations Pertaining to Self-Evaluation stipulate that the University-Wide Assessment and Evaluation Committee issues advice and recommendations for improvement to each division based on the inspection and assessment results, but these tasks are actually handled through interviews by the vice president who only checks the progress of each division’s improvement plans. The University should address this issue by providing each organization with feedback and other support for improvement to effectively operate the internal quality assurance mechanism.

There are serious problems the University needs to address, however, in terms of faculty organization. The number of professors required based on the University’s total admission capacity has failed to meet the Standards for Establishment of Universities since AY2020. The University was short five professors as of September 2023. The number of faculty members required by the Standards for Establishment of Graduate Schools was also low in AY2022, but this problem was corrected in AY2023. The University is expected to overcome the shortfall in professors required by the Standards for Establishment of Universities through recruitment and promotion in April 2024. However, the promotion screening procedures conducted in AY2023 differ from those stated in the Regulations Pertaining to Promotion Review for Full-Time Faculty Members

at Josai International University. Although the regulations stipulate that consultation is sought from the University-Wide Faculty Evaluation Committee and that the president receives reports from the committee, promotion screening is actually conducted by the University Management Meeting consisting of the president, vice president, general manager, and other officials deemed necessary by the president. These procedures are inconsistent with the regulations. In addition, the University's personnel plan refers only to the number of faculty members for each faculty, with no consideration given to the number of professors based on the University's total admission capacity and other items required by the Standards for Establishment of Universities. The personnel plan presented at the time of JUAA's site visit in September 2023 showed that the University had failed to take into account the shortage of professors as a result of retirement at the end of AY2023, but only made good the shortfall pointed out by evaluators in JUAA's latest evaluation and accreditation process. This situation highlights the inadequacy of the University's personnel plan. Regarding the above problem with the promotion screening procedures, the University explained that revision to its internal regulations had not kept pace with actual conditions, but promotion screening should be conducted after the regulations on procedures are properly established. The University needs to correct this situation by formulating an appropriate faculty personnel plan, revising the regulations, and accordingly screening faculty members for promotion. The University is also expected to effectively operate its internal quality assurance system, periodically examine the appropriateness of its faculty organization, maintain the organization with the number of faculty members required by law, and ensure the adequacy of personnel planning, recruitment, promotion, and other matters.

There are other areas of improvement the University should address as well. The basic concept of curriculum implementation is not stated in the curriculum policy, and this issue should be addressed. Some graduate schools accept themed research as an alternative to master's theses, but do not specify the screening criteria for the research, and this issue needs to be corrected. Some faculties and departments have low ratios of student enrollment to the student enrollment cap as well as low ratios of freshman enrollment to the freshman enrollment cap, and their student quotas must be thoroughly managed.

In the years ahead, the University should appropriately streamline the organizations promoting internal quality assurance and properly operate the university-wide PDCA (Plan-Do-Check-Act) cycle. Through these efforts, the University is expected to improve and enhance the quality of its educational and research activities, thereby progressing further.

Notable Strengths

Student Support

- The University has introduced an academic advisory system to support students. After fully informing students of the advisors' roles, supervisors are assigned to individual students to provide course consultations, study guidance, career support, and other assistance based on their concerns and specific needs. The University has also adopted the Withdrawal Prevention Alert System within the framework of the advisory system to lower withdrawal rates as stated in the medium-term plan. The IR Promotion Office tracks the attendance of certain classes and shares the data with the advisors. When absenteeism is found, advisors make individual contacts for interviews and other support tailored to each need. It is commendable that these efforts have produced positive outcomes, such as contributing to lower withdrawal rates.

Suggestions for Improvement

Internal Quality Assurance

- The Regulations Pertaining to Self-Evaluation stipulate that the University-Wide Assessment and Evaluation Committee issues advice and recommendations for improvement to each division based on the inspection and assessment results, but these tasks are handled through interviews by the vice president who only checks the progress of the divisions' improvement plans. Items identified as university-wide issues from the inspection and assessment results are addressed by the Academic Management Meeting in cooperation with each division. To deal with this situation, the University should review the roles of the organizations promoting internal quality assurance and establish ways to issue advice and recommendations to each division based on the inspection and assessment results, thereby providing proper support for the divisions' improvement efforts while effectively operating the university-wide PDCA cycle.

Educational Program and Learning Outcomes

- All faculties and graduate schools do not specify the basic concept of curriculum implementation in their curriculum policies. This issue should be addressed.

Recommendation

Educational Program and Learning Outcomes

- The Master's Program in the Graduate School of Management and Information Sciences and the Graduate School of International Administration do not specify the screening criteria for the outcomes of themed research. This issue must be corrected.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.88 in the Department of International Exchange Studies, Faculty of International Humanities, 0.57 in the Department of Social Work Studies, Faculty of Social Work Studies, and 0.68 in the Department of Medical Pharmacy, Faculty of Pharmaceutical Sciences. The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are also low at 0.55 in the Department of Social Work Studies, Faculty of Social Work Studies, 0.66 in the Department of Medical Pharmacy, Faculty of Pharmaceutical Sciences, and 0.85 in the Department of Tourism, Faculty of Tourism. These ratios must be improved with the faculties' student quotas thoroughly managed.

Faculty and Faculty Organization

- The number of professors required based on the University's total admission capacity and other items has failed to meet the Standards for Establishment of Universities since AY2020, with a shortfall of five professors as of September 2023. In response, the University is expected to meet the number required by the Standards for Establishment of Universities by hiring three and promoting 16 to the position of professor in April 2024. However, in terms of promoting faculty members, the screening procedures differ from those stated in the Regulations Pertaining to Promotion Review for Full-Time Faculty Members at Josai International University. In addition, some faculty members do not necessarily satisfy the promotion requirements stipulated by the University, indicating an inadequate promotion

process. There are also discrepancies between the Regulations Pertaining to Promotion Review for Full-Time Faculty Members at Josai International University and each meeting body's regulations pertaining to promotion screening. This issue must be corrected with each regulation reviewed to ensure the faculty organization is well-planned and appropriate based on the prescribed procedures.

- The faculties, graduate schools, and other programs have formulated the Faculty Organization Development Plan, but there is no plan to organize faculty members from a university-wide perspective. The number of faculty members expected to retire at the end of AY2023 was clear as of September 2023 during JUAA's latest evaluation and accreditation, but the Personnel Plan--April 2024 presented at JUAA's site visit does not take this number into account, indicating the University's poor faculty organization planning. The University must correct this situation by securing and maintaining the number of faculty members required by law, while formulating an appropriate personnel plan to arrange the faculty organization necessary for its educational and research activities.