

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

Graduate School of Leadership and Innovation, Shizenkan University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

Certified Evaluation and Accreditation Results for the Graduate School of Leadership and Innovation, Shizenkan University

Overview

The Graduate School of Leadership and Innovation, Shizenkan University, was founded in 2018 with a single professional program known as Major in Leadership and Innovation, Graduate School of Leadership and Innovation. The School's principle of "Founding Spirit, Mission, and Purpose" includes establishing "Whole-Person Leadership Education" and contributing to the realization of a humane, equitable, inclusive, and sustainable society by nurturing "Whole-Person Leaders" with willpower, vision, execution skills, and integrity. Based on this principle, the School sets forth its purposes that include "cultivating talents who can gain the empathy and trust of the people around them through leadership, move people and organizations, and realize their vision" and "leading innovation in global leadership education." The School defines "Whole-Person Management Leader" as "whole-person management leaders who possess imagination and entrepreneurship, the skills of envisioning businesses and managing organizations from a comprehensive perspective, and can lead business creation and innovation with a sense of awareness and responsibility as members of society, while always striving to fulfill their responsibilities for the future in light of coexistence with society when creating and transforming businesses." To achieve its principle and purposes, the School has formulated the First Medium-Term Plan of Shizenkan University (AY2022-AY2024) (hereafter "First Mid-Term Plan"), and plans to draw up the Second-Medium-Term Plan of Shizenkan University (AY2025-AY2029) (hereafter "Second Mid-Term Plan") after laying out its medium-term vision with consideration given to the items pointed out in the AY2022 results of the certified evaluation and accreditation for professional graduate business schools. The School accordingly strives to enhance its educational and research activities from medium- and long-term perspectives to achieve its principle and purposes.

Regrading internal quality assurance, the president is responsible for promoting internal quality assurance, and the Quality Assurance Committee headed by the president is positioned as an organization responsible for promoting activities involving university-wide internal quality assurance. Specifically, in the university-wide internal quality assurance structure, eight working groups (WGs), including the Curriculum Development Working Group (CDWG), formed under the committee work on internal quality

assurance in individual domains to make cross-sectional improvements while sharing information with the committee and the faculty council. But the roles of these organizations are unclear with the improvement measures discussed only at the daily conversation level, and carried out after undergoing deliberations at the eight WGs and the faculty council without going through the committee. The process of improving various activities is also vague. The School should address these issues by reviewing the roles of the Quality Assurance Committee and the relevant meeting bodies, visualizing the improvement process, and developing a transparent internal quality assurance structure aligned with the School's characteristics to effectively operate the internal quality assurance system.

As for education, the School has appropriately arranged the Fundamentals in Innovation Management, Advanced Courses in Innovation Management, Integrative Courses in Innovation Management, and Individual Project based on the diploma and curriculum policies for students to take courses in a systematic and sequential way. Lessons are provided in Japanese and English, in principle, so that students can study until the program's end in either language chosen at the time of application.

In terms of distinctive initiatives, the Competency Self-Assessment is carried out by students to evaluate the four competencies stated in the diploma policy. Moreover, students write a Reflection Paper before lessons, a Feedback Paper at the end of the first year, and a Feedforward Paper at the end of the second year, with these papers used for peer coaching and other purposes among students to encourage self-reflection by regularly reviewing their learning. These initiatives are highly commendable as a mechanism for students to step beyond learning in individual subjects and integrate self-reflection into their own development as "Whole-Person Management Leader" stated in the diploma policy.

There are several areas of improvement the School should address, however, in addition to internal quality assurance. First, in terms of faculty organization, the Faculty Personnel WG has been discussing the recruitment of foreign nationals and women as full-time faculty members, but none have been hired. The School is expected to continue exploring their recruitment to promote a diverse faculty organization. Moreover, under the system in which the board chair serves concurrently as president, some procedures for hiring faculty members have been simplified. Improvements should be made to follow the procedures stipulated in the regulations.

The School has been establishing its core position as a leader in liberal arts education, and its faculty members are deeply committed to education with swift decision-making while focusing on fostering "Whole-Person Management Leader" with

flexibility in responding to unpredictable social situations and deep insights to comprehend social changes. To maintain these features and assure the quality of its education, the School is expected to review the effectiveness of its various initiatives and strengthen the management structure to ensure transparency of the improvement process, thereby progressing further.

Notable Strengths

Educational Program and Learning Outcomes

- Students perform the Competency Self-Assessment to evaluate the competencies stated in the diploma policy, and write a Reflection Paper before beginning each year's lessons to express their ideas about the topics they will study; a Feedback Paper at the end of the first year to reflect on their studies and the challenges for future growth; and a Feedforward Paper at the end of the second year for the same purpose as the first year's. These unique papers linked to the diploma policy are utilized for students to share their reviews on learning in educational programs and to conduct peer coaching, thereby offering many self-reflection opportunities to encourage self-awareness, self-discovery, learning, growth, and other aspects that are difficult to quantify. These initiatives are effective and commendable, with students expected to step beyond learning in individual subjects and integrate self-reflection into their own growth as "Whole-Person Management Leader" stated in the diploma policy.

Suggestions for Improvement

Internal Quality Assurance

- The Quality Assurance Regulations specifies the president as the top internal quality assurance officer and the Quality Assurance Committee as an organization responsible for promoting activities involving quality assurance. The committee, however, plays an insufficient role as an organization promoting university-wide internal quality assurance, with improvement efforts for various activities, including improvement measures based on inspections and assessments, undertaken through such means as examinations at the eight WGs formed under the committee to work on curriculum, admissions, and other domains, and discussions at the daily

conversation level. The process of improving various activities is also vague. The School should address these issues by reviewing the roles of the Quality Assurance Committee and the relevant meeting bodies, increasing the transparency of the improvement process, and developing an internal quality assurance structure aligned with the School's characteristics to effectively operate the system.