

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

Juntendo University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

Certified Evaluation and Accreditation Results for Juntendo University

Overview

Juntendo University (hereafter, the University), originally a western medical school established in 1838, was opened as Juntendo Medical University (1946). After a series of additions and reorganizations of faculties and graduate schools, the University currently has five faculties (the faculties of Medicine, Health and Sports Science, Health Care and Nursing, Health Sciences and Nursing, and International Liberal Arts) as well as three graduate schools (the graduate schools of Medicine, Health and Sports Science, and Health Care and Nursing). The University, whose campuses are located in Bunkyo Ward, Tokyo, the cities of Inzai and Urayasu, Chiba Prefecture, and the city of Mishima, Shizuoka Prefecture, engaged in educational and research activities as a comprehensive university of health sciences, based on its policies and the founding spirit of “Jin—I exist as you exist.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University, led by the Self-Study Committee, has made efforts to improve educational activities. Also, by building the Japan Medical Education History Museum and creating an environment where students of all the faculties can learn its long history, the University has fostered an understanding of its school funding spirit and missions regarding health and medicine.

It is commendable that the University, held a “FD WorkShop” a faculty development (FD) activity, that depended on the features of each faculty and graduate school. Undergraduate and graduate students, as well as instructors for clinical training, participated in these activities. The opinions from participating students are used for improving educational content and methods, and the Student Curriculum Committee is organized in the Faculty of Health Care and Nursing so that faculty members and students themselves contribute to reviews and improvements of the curriculum.

However, the University has several issues to address. These include inconsistencies in the descriptions of the syllabus in the Faculty of Health and Sports Science, and the lack of stated criteria for evaluating dissertations in the doctor's program for the Graduate School of Medicine. The University should improve these issues.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that each faculty and graduate school, depending on its particular features, conducts its own activities that have led to improvements in educational contents and methods. For example, each faculty and graduate school held its own “FD Workshop,” in which undergraduate and graduate students as well as instructors of clinical training, participated. For instance, as part of the FD Workshop in the Faculty of Health and Sports Science, faculty members made efforts to facilitate what they learned by introducing group discussions and role-playing activities. Also, the Faculty of Medicine has introduced an e-learning system, reflecting opinions from participating students. It is also commendable that the Student Curriculum Committee, organized in the Faculty of Health Care and Nursing, has helped improve curriculum design and education methods by participating in the Student-Faculty Joint Curriculum Committee, and curriculum reform has been based on feedback from the Student Curriculum Committee.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the Faculty of Health and Sports Science, the policy on degree award indicates the requirements for the conferment of the degree, but it does not indicate the expected learning outcomes, such as knowledge and skills for degree completion. This should be improved.
- In the Faculty of Health and Sports Science, there is disparity in the quality of syllabus content. The University should improve syllabi to facilitate students' learning.
- In the doctor's program in the Graduate School of Medicine, the criteria for examining the degree-seeking dissertation have not been stipulated. These criteria should be clearly stated in the student handbook, and made public.
- In all the doctoral programs in the Graduate School, some students who complete all the requirements except the dissertation 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 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 a course-based doctoral program, measures to facilitate degree completion within the required time frame should also be taken.

Enrollment

- The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.02 in the Department of Medicine in the Faculty of Medicine. This should be improved.