

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

Tokyo Medical 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 Tokyo Medical University

Overview

Tokyo Medical University sets forth the founding spirit of “Self-Reliance and Self-Study” and the school motto of “Justice, Friendship, and Service,” based on the history of the medical school established by students with tremendous support. In 2016, to mark the 100th anniversary of its founding, the University proclaimed its mission as “Fostering excellence in medical professionals as partners in health” and collectively defined its founding spirit, school motto, and mission as the “foundational purpose.” To realize its mission, the University formulated the Tokyo Medical University Medium-to-Long-Term Plan 2016-2025 (hereafter “Medium-to-Long-Term Plan 2016-2025”), and has strived to upgrade the five domains of education, research, medical care, social cooperation and contribution, and administration. The University developed a new internal quality assurance system in AY2020, after improper practices in the admission process came to light in AY2018, and is continuing various reforms as part of the second phase of the medium- to long-term plan from AY2022 to AY2025.

Regarding internal quality assurance, the University established the Tokyo Medical University Internal Quality Assurance Regulations (hereafter “Internal Quality Assurance Regulations”) and specifies the roles of three meeting bodies. The Tokyo Medical University Internal Quality Assurance Promotion Committee (hereafter “Internal Quality Assurance Promotion Committee”) chaired by the vice presidents is positioned as an organization responsible for promoting internal quality assurance. Based on the president’s instructions and Medium-to-Long-Term Plan 2016-2025, project teams in charge of nine domains (hereafter “Domain Project Teams”) carries out inspections and assessments, and the results are inspected and assessed by the Self-Assessment/Accreditation Committee. The Internal Quality Assurance Promotion Committee reviews the results from a university-wide perspective and issues instructions for improvement to Domain Project Teams. However, Domain PTs are comprised in part of meeting bodies that are not positioned within the internal quality assurance structure or whose authority and members are not stipulated in the regulations. It is unclear how the Self-Assessment/Accreditation Committee reviews each domain’s inspection and assessment results. The instructions for improvement issued by the president to the Internal Quality Assurance Promotion Committee based on the results are also vague. The

University should address these issues by reviewing the authority and roles of the organizations involved in internal quality assurance, and increasing the transparency and objectivity of the improvement process based on the inspection and assessment results to develop a mechanism for effectively operating the internal quality assurance system.

As for education, the Medical School in the Faculty of Medicine, School of Nursing, and Graduate School of Medicine have appropriately designed their curricula based on the three diploma, curriculum, and admission policies. The University introduced Self-Directed Elective Courses in AY2022 to encourage students' self-directed learning by offering courses for physician-scientists, community healthcare, study abroad, and surgical career paths. The e-Jishu Jigaku learning management system enables students not only to monitor their own learning, but also share their learning progress with each other. The students' achievements of their educational goals based on the diploma policies are visualized in radar charts, and e-portfolios are also used as records of students' learning activities to reflect on their learning outcomes. The University is making highly commendable efforts to boost student learning using information and communications technology (ICT).

In terms of educational and research organizations, the Center for Diversity Promotion was established to help the University's faculty and staff balance family and work, and to create the Research Assistant Allocation/Assignment Program. The center also organizes events that include lectures aimed at promoting students' understanding of people with disabilities and staff development (SD) sessions on LGBTQ. This is a highly commendable initiative that responds to the changing needs of society as well as people with diverse backgrounds as part of the University's educational efforts to raise social awareness as medical professionals.

To provide student support, the Student and Staff Health Support Center plays a central role in developing a mechanism for identifying at an early stage students struggling with poor grades or other problems in cooperation with other student support organizations and the relevant administrative divisions to offer these students specifically designed support. It is highly commendable that these efforts to mitigate such problems have resulted in significantly reducing the number of students who fail to advance to the next year.

There is an area of improvement the University should address, however, in addition to the internal quality assurance issues mentioned above. The Faculty of Medicine should improve its excessive quota fulfillment in student enrollment.

Overall, the University has systematically revamped its internal quality assurance mechanism and undertaken reforms through self-studies following past lapses. The

University is expected to resolve various issues by operating the internal quality assurance system more effectively, thereby advancing its numerous distinctive initiatives to progress further.

Notable Strengths

Educational and Research Structure

- The Center for Diversity Promotion supports the activities of people with diverse backgrounds in line with the purpose of its establishment. The center provides family support aimed at helping the University's faculty and staff balance family and work through childrearing assistance in cooperation with other universities and local residents. The Research Assistant Allocation/Assignment Program was created to assist researchers during life events. The center also organizes events that include lectures aimed at promoting students' understanding of people with disabilities and SD sessions on LGBTQ, and presents proposals for establishing a consultation mechanism to combat harassment. These are commendable initiatives that respond to the changing needs of society.

Educational Program and Learning Outcomes

- The e-Jishu Jigaku learning support system enables interactive online communication between faculty members and students or among students through audience response systems during class, submission of lecture assignments and other tasks, lesson review quizzes, and other means. The system is utilized not only for students' own learning, but also as a tool for students to mutually monitor their learning progress. The results of questionnaires on the educational achievement goals based on the diploma policies are visualized in radar charts for students to check their own achievements, and e-portfolios are also used as records of students' learning activities to accumulate academic records and practical training evaluations, along with feedback from faculty members, so that student learning outcomes can be appropriately monitored. The University is making commendable efforts to enhance student learning using ICT for students to reflect on their learning outcomes, while measuring student learning outcomes in a multifaceted way.

Student Support

- The Student and Staff Health Support Center plays a central role in creating the “Follow-up Process of Watchlist Students,” and has developed a mechanism for working with other student support organizations and the relevant administrative divisions to identify at an early stage students who are struggling with poor grades, frequently absent, failing to advance to the next year, taking leaves of absence, or suffering physically or mentally, with specifically designed support provided for these students. It is commendable that these efforts to mitigate such problems have significantly reduced the number of students who fail to advance to the next year in the Medical School and School of Nursing.

Suggestions for Improvement

Internal Quality Assurance

- The Internal Quality Assurance Promotion Committee serves as a main organization promoting internal quality assurance, but the President/Vice President Meeting in charge of proposing curriculum revisions and verifying the appropriateness of faculty, educational, and research organizations is not positioned within the internal quality assurance structure. The Medium-to-Long-Term Plan Promotion Committee plays an important role in connecting the medium- to long-term plans to internal quality assurance as well as ensuring the internal quality of formulating and managing the progress of these plans, but its authority and members are not stipulated in the regulations. Moreover, with no records kept, the review status based on each domain’s inspection and assessment results by the Self-Assessment/Accreditation Committee tasked with conducting inspections and assessments under the Internal Quality Assurance Promotion Committee is unclear, as are the instructions for improvement issued by the president to the Internal Quality Assurance Promotion Committee based on these results. The University should address these issues by reviewing the authority and roles of the organizations involved in internal quality assurance, while developing a mechanism for effectively operating the internal quality assurance system in line with the Basic Policy for Internal Quality Assurance by enhancing the transparency and objectivity of the improvement process based on the inspection and assessment results.

Student Enrollment

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is high at 1.01 in the Medical School, Faculty of Medicine, and the ratio of student enrollment to the student enrollment cap is also high at 1.03. These ratios should be lowered with the faculty's student quota thoroughly managed.