

TOKYO ARIAKE UNIVERSITY OF MEDICAL AND HEALTH SCIENCES  
(東京有明医療大学)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

The institution’s mission and objectives defined according to its school philosophy have been reflected in the admission policy, curriculum policy and diploma policy developed for each faculty and department. Its educational objectives and goals have been expressed clearly and concisely from a student perspective, and have been made known to all school staff.

Since its foundation in 2009, the institution has strived to enhance education with high grades as a university, and has established graduate schools offering doctoral and masters’ programs, as well as an academic organizational structure. It has consistently continued to cultivate human resources in the field specific to healthcare, and has functioned as an education and research organization according to its mission and objectives.

“Standard 2. Learning and Teaching”

The institution has clearly stated in its syllabus, its admission and curriculum policies for each faculty/department and graduate school according to the educational objectives, and has adopted entrance examination methods based on the policies. Because some departments have not fulfilled their student quotas, the institution has made improvements to secure an adequate number of students.

The institution has provided career support as a core of counseling and advice services for placement assistance and continuation of education, in collaboration with teachers and other school staff, using the Student Support Center and individual counseling booths which allow them to talk to students face-to-face with the aim of responding to diversified needs. To provide sufficient support, it has expanded and improved the facilities by creating not only a medical treatment room, but also a student counseling room where a clinical psychotherapist resides, and an in-school medical clinic. It has implemented student class evaluation questionnaire surveys on both full-time and concurrent teachers, and has obliged those teachers to submit a “class improvement plan” in response to the results of the evaluation.

The institution has appointed teachers appropriately toward the achievement of its educational objectives, and has made efforts to improve teachers’ qualities and abilities. It has created a distinctive educational environment that meets its objectives as a medical university based on its school philosophy, and devised ways of enhancing the educational effects.

“Standard 3. Management, Administration and Finance”

In accordance with the articles of endowment as well as applicable laws and regulations, the governing body and the school organization have developed various internal rules necessary to embody the goal of the governing body, with the aim of achieving the institution’s mission and objectives. Full-time board directors, including the administrative director, were selected so that they can exchange opinions and share information on a daily basis. The school rules stipulated that

the highest decision-making body for academic affairs shall be the “University Conference” in faculties and the “Graduate School Committee” in graduate schools, both of which shall be chaired by the principal. To support the leadership of the principal, a deputy principal and principal's aides were appointed.

In order to facilitate communication among administrative and operation sections, academic affairs sections and clerical sections have worked together to share information and promote coordination between teachers and other school staff. There is a clear division of responsibilities under the structure for execution of operations. Ordinary and special audits were implemented in accordance with laws and regulations, and a stable financial base has been maintained free of debt. The institution aims to establish a more stable financial base by fulfilling its enrollment quota.

#### “Standard 4. Self-inspection and Evaluation”

The institution has assigned a key role to the University Evaluation Committee in conducting school-wide self-inspections and evaluations, collecting and analyzing data, and publicizing the results internally and externally via the website or by other means, in collaboration with relevant divisions. It has collected information on problems and issues found through daily communication with school staff and students, and discussed them in the departmental conference, the faculty meeting and the University Conference to reflect their solutions in improvement of the school environment. It is expected that a PDCA cycle will be established throughout the whole institution by linking the mid- and long-term plan now in preparation with self-inspection and evaluation activities.

To sum up, the institution has provided education in an appropriate educational environment, according to its mission and objectives, and has made efforts to enhance its learning support structure and contrive teaching methods toward the achievement of educational objectives. In terms of management, administration and finance, it has executed its operations properly. In terms of self-inspection and evaluation, it has strived to utilize the results for improvement and enhancement of education.

For details of “Standard A. Collaboration with Society”, which are set forth as the institution’s unique initiative based on its mission and objectives, please refer to the general remarks on the standard.