

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

**Tokyo International University**



Basic Information of the Institution	
Ownership: Private	Location: Saitama, 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 International University**

### **Overview**

Tokyo International University, founded on the spirit of “nurturing truly internationally-minded people through Kotokushin, or unbiased harmony,” sets forth the educational philosophy of fostering “Vision,” “Courage,” and “Intelligence.” In line with this philosophy, the University defines its purpose and mission as “based on the spirit in which the University was established – to teach students, and to carry out research, in a broad range of general-knowledge subjects, to provide advanced learning closely relating to society, and to cultivate students so that they greatly develop their knowledge, courage, and foresight, so as to contribute to the welfare of humanity and the development of culture.” The graduate school’s purpose is stated as “to instruct graduate students at an advanced level and to conduct research regarding advanced academic theories and the applications thereof in order that the Graduate School’s faculty and students can master such theories and applications on a deep level, so as to contribute to the welfare of humanity and the development of culture.” To advance educational projects that fulfill social responsibilities while revisiting the founding spirit, the University’s medium-term plan sets out the four key projects of “promoting an all-around education through sports,” “strengthening the international educational system,” “launching physical therapy education by establishing a new faculty and department,” and “enhancing the career development support system.”

Regarding internal quality assurance, the University has established university-wide policies and procedures, and specifies the role of the Self-Study Committee as an organization responsible for promoting internal quality assurance in its regulations and other rules. The schools, graduate schools, administrative organizations, and other divisions conduct self-studies, but self-studies are also carried out by research institutes, centers, and other bodies not stipulated in the regulations. The University needs to draw up regulations on these organizations’ self-studies. In addition, with the school corporation’s chair permitted to appoint and dismiss the head of the Self-Study Committee, the University should review the involvement of its corporate organizations and clarify their roles.

As for education, curriculum policies are established in accordance with the diploma policies with systematic curricula designed to structure subjects, except in some

schools and graduate schools. To enhance students' learning motivation, the University has introduced active learning and project-based learning courses, adopts unique approaches to teach advanced English language studies in the Global Teaching Institute (GTI) program, and conducts small-group lessons in language skills and seminar courses. A system is in place for the administrative office and the faculties' executive divisions to check the syllabuses, with reviews also conducted based on class evaluation surveys. The schools monitor the student learning outcomes stated in the university-wide diploma policy, but the connection between the learning outcomes stated in the diploma policy of each school and graduate school and the measurement methods is unclear. This issue should be addressed.

Among the distinctive initiatives is the University's carefully designed teaching and student support, such as adopting small-group lessons, and faculty members actively providing students with individual guidance and consultations. The University opened the TIU COMMONS on the newly established Ikebukuro Campus, in addition to the English/Japanese PLAZA on its Kawagoe Campus (Campus 1), where faculty members are available to assist with language studies. Support is also provided to promote peer learning among students, including Japanese and international students, and to respond to the need for language studies and the desire for international exchanges from students with various degrees of English proficiency. These are highly commendable initiatives that embody the University's founding spirit of "nurturing truly internationally-minded people."

There are several areas of improvement the University should address, however. In addition to the above inadequate monitoring of student learning outcomes, there are issues regarding quota management and the number of credits for repeated courses that can count toward graduation requirements. In terms of the English Track Program (E-Track), some schools and graduate schools show inadequacies in their curriculum and admission policies, and research guidance methods, while the graduate schools insufficiently conduct faculty development (FD) activities. These issues should be immediately addressed. Moreover, the University has been unable to establish a solid financial base to sustainably carry out its educational and research activities. This situation should be improved by reviewing the financial plan and clarifying the financial targets to establish a sound financial base.

The University is working closely with its school corporation to undertake new activities, such as swift decision-making to open the Ikebukuro Campus. But the authority of the president and vice presidents is not clarified, as was pointed out in the issues involving university management and the internal quality assurance structure, allowing

the school corporation to exert greater authority as seen in such practices as its chair appointing the head of the Self-Study Committee responsible for promoting the University's internal quality assurance. To ensure the independence of the teaching and learning organizations with regard to assuring the quality of its education, the University is expected to revamp the structure and operation of the internal quality assurance system led by the Self-Study Committee, with its faculty, staff, and executive office working together to address various issues while advancing its distinctive, specifically designed international educational programs.

## **Notable Strengths**

### *Student Support*

- In addition to the English/Japanese PLAZA on the Kawagoe Campus (Campus 1), the TIU COMMONS opened on the newly established Ikebukuro Campus enables students to seek faculty advice exclusively in English, and provides English only spaces as well as Japanese and English spaces in response to the need for language studies and the desire for international exchanges for students with various degrees of English proficiency. The University is fostering diverse sensibilities and promoting the understanding of cultures around the world through daily interactions between Japanese and international students. These commendable efforts to support students' learning motivation embody the University's founding spirit of "nurturing truly internationally-minded people."

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- The schools, graduate schools, and other programs have put in place Self-Study Implementation Subcommittees to carry out self-studies using the Self-Study Sheet, but self-studies are also conducted by research institutes, centers, and other bodies not stipulated in the Self-Study Regulations. This issue should be addressed by reviewing the connection between the regulations and the self-studies conducted by these organizations, and revising the regulations related to internal quality assurance.

- The appointment and dismissal of the chairperson of the Self-Study Committee positioned as part of the Faculty Meetings by Function are made by the chancellor after deliberations by the Executive Committee in accordance with the Tokyo International University Rules for Faculty Meetings by Function. This mechanism allows the head of the school corporation to appoint and dismiss the chairperson of the Self-Study Committee responsible for effectively operating the university-wide internal quality assurance system. With the teaching and learning organizations unable to ensure the independence of the key quality assurance activities, improvements should be made to better structure the connection with the school corporation's organizations involved in internal quality assurance and to clarify their roles.

#### *Educational Program and Learning Outcomes*

- The schools offer courses, including the Internship and Tourism-Driven Community Design Project, that can be taken multiple times for credit, and all credits from these courses can count toward graduation requirements. The number of these credits is excessive in light of the diploma and curriculum policies, and improvements should be made to ensure that the number of credits counted for each course is appropriate.
- The schools monitor the student learning outcomes stated in the university-wide diploma policy based on the achievements for each item through surveys on campus life and at the time of graduation, but do not systematically monitor the learning outcomes in line with the characteristics of the specialized fields (diploma policy for each degree), believed to be checked through the Target and Learning Outcomes (TLO) and other means. The connection between other types of monitoring methods and the learning outcomes stated in the diploma policies is also unclear. The graduate schools monitor student learning outcomes based on class evaluation surveys and research guidance, but the connection with the learning outcomes stated in the diploma policies is vague. These issues should be addressed.

#### *Student Enrollment*

- The Doctoral Course (English Track Program) in the Graduate School of Business and Commerce fails to specify the types of students desired in the admission policy. This issue should be addressed.
- The ratios of student enrollment to the student enrollment cap are low at 0.20 in the Master's Course in the Graduate School of Economics, 0.26 in the Master's Course in the Graduate School of Clinical Psychology, and 0.17 in the Doctoral Course in the Graduate School of Clinical Psychology. No students are enrolled in the Doctoral Course in the Graduate School of Economics. These ratios should be improved with the graduate schools' student quotas thoroughly managed.

#### *Faculty and Faculty Organization*

- The faculty organization in charge of the all-English credit-awarded E-Track programs does not conduct the graduate schools' own FD activities for educational improvements. These activities should be appropriately implemented.

#### *University Management*

- Regarding the president and vice presidents who play important roles in the decision-making process, there are no separate regulations in place to define their specific authority and responsibilities in light of the purpose of the School Education Act. These regulations should be immediately established.
- The ratio of next fiscal year's excess of carry-over expenditures to operating income is high following various activities that include establishing the Department of Physical Therapy in the School of Health Sciences in AY2021, and opening the new Ikebukuro Campus in AY2023. The ratio of financial assets to the required reserve fund has been declining since AY2020 and stood at an extremely low level in AY2023. This situation highlights that the University is far from establishing a solid financial base to sustainably conduct its educational and research activities. While drawing up new medium- and long-term plans, the University plans to update its medium-term financial plan. Efforts should be made to examine the status of reform in line with the medium-term plan, review the financial plan, and specify the financial targets to establish a sound financial base.

## Recommendation

### *Educational Program and Learning Outcomes*

- The basic concepts of curriculum design and implementation are not stated in the curriculum policies of the Department of Economics – Business Economics Major (English Track Program) and the Department of Economics – Digital Business and Innovation Major (English Track Program) in the School of Economics, and the Department of International Relations – International Relations Major (English Track Program) in the School of International Relations. The basic concept of curriculum design is not stated in the Doctoral Course (English Track Program) in the Graduate School of Economics, Master's Course (English Track Program) in the Graduate School of International Relations, and Master's Course (English Track Program) and Doctoral Course (English Track Program) in the Graduate School of Business and Commerce. The master's and doctoral E-Track courses in the Graduate School of Business and Commerce have not established the curriculum policy for each program, along with the basic concept of curriculum design. This situation must be corrected.
- Research guidance methods as research guidance plans are not specified in the Master's Course (English Track Program) and Doctoral Course (English Track Program) in the Graduate School of Business and Commerce, Master's Course (English Track Program) in the Graduate School of Economics, and Master's Course (English Track Program) in the School of International Relations. This issue must be addressed with the methods specified and clarified to students beforehand.

### *Student Enrollment*

- The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are low at 0.77 in the Department of Business and Commerce, School of Business and Commerce, and 0.86 in the Department of Media and Communication Studies, School of International Relations. The ratios of student enrollment to the student enrollment cap are also low at 0.76 in the Department of Business and Commerce, School of Business and Commerce, 0.84 in the Department of English Communication, School of Languages Communication, and 0.78 in the Department of Media and Communication Studies, School of International Relations.

These ratios must be improved with the schools' student quotas thoroughly managed.