

Decision of Institutional Certified Evaluation and Accreditation

Hitotsubashi University complies with the Standards for the Establishment of Universities and other relevant laws and regulations, and meets the Standards for Evaluation and Accreditation of Universities set by NIAD-UE.

Good practices identified by the review committee include:

- Clearly defining the university's intended role and functions in society, uniqueness, and distinctive qualities in a set of guiding documents, such as the Mission Statement, the midterm plan, Hitotsubashi University Plan 135, and Statement from the President, 2013, which are formulated based on factors that include the institution's purpose of foundation, vision, history and surrounding conditions;
- A framework in which promotion and bonus decisions for teachers with good or outstanding work performance are based on the results of a faculty evaluation that assesses their teaching and research activities;
- Protecting and enhancing the quality of education through the establishment of the Institutional Research Section of the Academic Planning Center, which aims to improve teaching and student learning, and the Mori Arinori Center for Higher Education and Global Mobility, which engages in curriculum and course development designed to promote international and domestic mobility of students;
- Academic exchange agreements that provide opportunities for students to actively take courses at partner universities (*e.g.*, the multidisciplinary course of the Tokyo Consortium of Four Universities established under an agreement with Tokyo Medical and Dental University, Tokyo University of Foreign Studies, and Tokyo Institute of Technology) ;
- The expansion of internationalization strategies (*e.g.*, expansion of the international exchange program and launching of the Hitotsubashi University Global Leader Development Program), which are beginning to yield remarkable results that include a rapid increase in the number of students going abroad and visiting students from partner institutions in the five years since implementation;
- Efforts to achieve qualitative and quantitative improvement in education (*e.g.*, increasing the number of seminar-format courses and launching introductory seminar courses that offer basic instruction in preparation for specialized study), which have earned strong praise from students and alumni;

- Systematically ensuring the evaluation of student performance in accordance with the set guidelines applicable across the university by disclosing the course grade distribution reports for each academic year to teachers and students;
- Innovation in the Japanese Corporation, selected as part of the Global COE Program under Support for University Education Reform throughout National, Public, and Private Universities funded by MEXT, with the strategies such as actively encouraging post-doctoral students to take part in joint research programs at overseas institutions having seen a rapid rise in the number of graduate students presenting papers at international conferences in recent years;
- Development of Continuing Legal Ethics Education, which, funded under the Program for Professional Graduate School Education, focuses on the link between legal ethics education in law schools and career-long ethics education for legal professionals. The project's findings have been published in a book;
- The joint program between the Business Law Department of the Graduate School of International Corporate Strategy and the Academy for Global Leadership, Tokyo Institute of Technology, launched in FY2012 as part of the Program for Leading Graduate Schools funded by MEXT;
- The steady improvement of the cumulative GPA of students over three years since FY2012, when the GPA-based system was introduced for the requirement for graduation, which points to improved student learning hours and learning outcomes; and
- TA skills enhancement training, which, previously incorporated into the Graduate School of Social Sciences curriculum under the program title Training Programs for Junior Researchers in Advanced Social Sciences, and that selected as part of the Initiatives for Attractive Education in Graduate Schools funded by MEXT, has been followed by the Teaching Fellow Training Course, a teacher training program offered by the Graduate School Division of the Career Support Office.

Areas of improvement identified by the review committee include:

- Enrollment far below the capacity in some graduate schools.

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