

Decision of Institutional Certified Evaluation and Accreditation

Okayama 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:

- An appraisal system for teachers' activities introduced in FY2008, in which academic staff members are evaluated based on their classroom performance and research work, with the results reflected in their salaries and bonuses;
- Adopting the International Baccalaureate Admission for the FY2015 entrance examinations for all departments as part of the Acceleration Program for University Education Rebuilding funded by MEXT for which the university was selected in FY2014;
- The Special Course for Assisted Reproductive Technology launched in FY2012 to systematically train embryologists, resulting in the establishment and development of the Assisted Reproductive Technology (ART) Center;
- The Special Course for Global Human Resource Development encouraging students who wish to pursue a global career to learn foreign languages, broaden their general knowledge, and receive academic support in specialized areas while maintaining their registration with their faculties;
- The university's efforts to improve students' English skills, such as doubling the required class hours for English courses offered as general education in FY2013 and using online English learning materials in class, producing good results including higher TOEIC scores;
- The student exchange program entitled Okayama University-North East China Universities Platform 'Graduate' Student Exchange Program (O-NECUS) offering graduate students at Okayama University and five partner universities in northeastern China an opportunity to fulfill the master's requirements and obtain their master's degree in both Japan and China, or to study abroad for a short period of time and obtain credits that are recognized by their home institutions;
- Implementing a variety of innovative education programs, such as Don't Be an Isolated Galapagos: Medical Education Reform; the Frontier Scientists' Training Program with Focus on Cutting Edge Research, the PRIME Program Producing Practical-Oriented Human Resources in a Global Community, the Special Program Producing Active Human Resources for Promotion

of Green Innovation in ASEAN, the Campus Asia Pilot Program Okayama University; A Study on the Development of a Teaching Practice Curriculum for Prospective School Leaders at the Okayama University Professional School for Teacher Education, in Collaboration with Schools and Boards of Education, and the Program for Training General Medical Doctors to Support Local Communities in a Scientific Way, all of which were selected for various competitive programs funded by MEXT, and continuing with some programs after their support period ended, including two programs selected for the Support Program for Distinctive University Education, one selected for the Support Program for Contemporary Educational Needs, two of which selected for the Support Program for Improving Graduate School Education; and ones selected for the Program for Promoting University Education and Student Support, Program for Professional Graduate School Education, and the Program for Skillful Human Resources Development through University-Industry Cooperation;

- The social learning space, *L-café*, opened in FY2013 as a place for international exchanges, encouraging students to learn foreign languages outside the classroom and develop communication skills in Chinese, Korean, French, German and Japanese;
- Course registration orientation for new students held by current students annually, drawing a large number of participants and having a good reputation;
- Having in place an effective system which involves students in faculty development activities established by an official university body, the Committee of Students and Teachers Faculty Development; and
- Striving to develop human resources for administrative jobs through clearly defining the career advancement schemes and skills needed for each position, providing training by job grade, and implementing training for each job area in a structured manner under the theme of “missions for administrative employees.”

Areas for improvement identified by the review committee include:

- Enrollment far below the capacity in some graduate schools.

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