

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

**University of Tsukuba**



Basic Information of the Institution	
Ownership: National	Location: Ibaraki, 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 the University of Tsukuba**

### **Overview**

The University of Tsukuba defines its principle as “establishing free exchanges and close relationships in basic and applied sciences with educational and research organizations and academic communities in Japan and overseas, pursuing education and research while developing these relationships to cultivate men and women with creative intelligence and rich human qualities, and contributing to the advancement of academic culture.” The University has set achievement goals for various items under the Fourth Mid-term Goals and Plans from AY2022 to AY2027. In April 2022 the University laid out the four basic concepts of “Open University Vision,” “Education Vision,” “Research Vision,” and “Co-creation with Society Vision” under University of Tsukuba Vision 2030, and drew up key strategies and action plans to materialize these concepts. The University ensures that the achievement goals are implemented to realize its principle.

The University has established the internal quality assurance mechanism “Organizational Evaluation” under its unique educational structure that separates the organizations of academics (Schools & Colleges and Graduate Schools & Programs) and faculty members (Institutes). It is highly commendable that multifaceted inspections and assessments, dialogue, and information sharing among the organizations lead to university-wide improvements and enhancements. Notably, the Office of Quality Management for Teaching and Learning plays a core role in using common university-wide indicators to undertake “Monitoring” and “Program Review,” which are educational quality assurance and self-study initiatives carried out in cooperation with the vice president in charge of education. This approach enables university-wide monitoring of achievement levels and support for improvement beyond different domains and organizations. The University also uses common evaluation guidelines (rubrics) to show good practices, while enhancing learning among divisions through dialogue-based cooperation. Moreover, the separate educational organization structure comprehensively promotes the development of the relevant fields and cooperation with other fields from a university-wide perspective. The Office of Teaching and Learning Design and the Office of Quality Management for Teaching and Learning take the lead in holding regular meetings with the educational and research organizations to maintain mutual cooperation and improve the management of the organizational structures. These are highly

commendable efforts leading to the development of education and research beyond academic fields.

Regarding educational programs, each degree course has designed its curriculum based on the diploma and curriculum policies. In terms of monitoring and utilizing the learning outcomes of the bachelor programs, degrees are awarded with the achievements of human resource development, including the acquisition of the required knowledge and competences, used as indicators. Graduate school programs formulate and publicize their diploma policies that clearly set out the knowledge and competences to be acquired. The curriculum policy is summarized and made public in the School Standard and the Graduate School Standard, and is explained at orientation sessions at the time of enrollment and other events. Overall, the University has formulated and publicized the three diploma, curriculum, and admission policies for each degree to be awarded in a generally appropriate way. To monitor student learning outcomes, bachelor programs use the achievement evaluation support function in the online educational information system TWINS to visualize the achievement status of competences, while graduate schools evaluate the competency-based achievements in each degree program with faculty members checking the achievement evaluation sheets filled out by students. Individual guidance is provided for students based on these achievement evaluations. The above distinctive educational programs have a number of outstanding items. As a highly commendable example, the University adopts Comprehensive-Based Selection in the admission process, and provides students admitted to the School of Comprehensive Studies through this process with the Interdisciplinary Research Project from the first year, with the aim of imparting a broad range of academic perspectives and basic interdisciplinary research skills.

There are several areas of improvement the University should address, however. Some degree programs fail to state the basic concept of curriculum implementation in the curriculum policy. Some master's degree programs have identical screening criteria for dissertations and themed research. These issues should be addressed.

The University has made outstanding efforts to improve its education across campus by establishing university-wide common guidelines for internal quality assurance and a dialogue-based self-study structure. The University is expected to continue operating the internal quality assurance system to steadily improve the items pointed out in the latest university evaluation and accreditation results, thereby producing superior outcomes.

### **Notable Strengths**

### *Internal Quality Assurance*

- Under its unique organizational structure that separates faculty organizations and education programs, the University strives to enhance the effectiveness of the Organizational Evaluation, namely, internal quality assurance inspections and assessments of various activities. The Office of Quality Management for Teaching and Learning annually conducts Monitoring with a focus on inspecting and assessing degree and other programs to assure and enhance the University's educational quality, while working with degree and other programs to perform the Program Review that includes holding dialogue for improvements and gathering opinions from students. To address university-wide issues based on the inspection and assessment results, faculty development (FD) sessions share good practices and hold themed discussions, such as "assuring the quality of educational programs and strengthening teaching and learning management for the era of multicultural coexistence," thereby promoting the upgrade of degree and other educational programs. It is commendable that the University effectively operates the improvement mechanism through dialogue and information sharing, as well as suitable, multifaceted inspections and assessments to materialize its ideals of interdisciplinary and multidisciplinary education and research.

### *Educational and Research Structure*

- With the development of the unique educational and research structure separating academic and research organizations, the University has established the School of Integrative and Global Majors tasked with offering and managing multidisciplinary educational and research programs, and shifted its graduate schools to a degree program system. Through these series of steps, the University strives to advance its education and research beyond academic fields by realizing the founding philosophy of "developing an organization better suited for the functions and administration of a new concept of education and research that are highly international, diverse, and flexible while constantly responding to changes in today's society." It is commendable that the University is making constant efforts to upgrade its organizations with the divisions in charge of planning and quality assurance checking the effectiveness of each other's tasks.

### *Educational Program and Learning Outcomes*

- The Interdisciplinary Research Project was launched in AY2022 for students in the School of Comprehensive Studies to apply for either individual or joint research, and to carry out self-directed research on selected topics through dialogue with support faculty members and their guidance. Presentations are held at the end of the research period with awards presented for outstanding research. This highly commendable project enables participating students to acquire a broad range of perspectives and basic research skills, and helps them continue interdisciplinary research in line with their interests during their undergraduate years.

### *Student Enrollment*

- The University has introduced Comprehensive-Based Selection to accept a certain number of applicants in the bachelor programs. This selection process facilitates the acceptance of students struggling to narrow down their specific subject areas before enrollment, and has produced positive effects. Selected students study a wide range of subjects based on the curriculum that ensures learning beyond the fields of liberal arts and science before deciding on majors based on their interests, aptitudes, and grades, while maintaining a high level of learning motivation through the Interdisciplinary Research Project and other programs after enrollment. It is commendable that this initiative also effectively contributes to raising students' awareness of interdisciplinary domains across multiple disciplines.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The Undergraduate Program of International Social Studies, School of Social and International Studies, does not state the basic concept of curriculum implementation in the curriculum policy. This issue should be addressed.
- The screening criteria for dissertations and themed research are identical in the Master's Program in Risk and Resilience Engineering, Degree Programs in Systems and Information Engineering, Graduate School of Science and Technology, and the Master's Program in Sport and Wellness Promotion, Degree Programs in

Comprehensive Human Sciences, Graduate School of Comprehensive Human Sciences. This issue should be addressed.