

**Results for Certified Evaluation and Accreditation for
Professional Graduate Public Policy School**

**Department of Public Policy, Graduate School of Public Policy,
The University of Tokyo**



Basic Information of the Institution	
Ownership: National	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2029)	

Certified Evaluation and Accreditation Results for the Department of Public Policy, Graduate School of Public Policy, The University of Tokyo

The Department of Public Policy, Graduate School of Public Policy, the University of Tokyo (hereafter “Department”), has established its mission of “fostering policy practitioners who are responsive to the demands of the times, with skills to identify the challenges facing modern society and formulate the policies and systems required to solve the challenges with an international perspective,” in line with the university-wide education and research goal, which is “to nurture people of leadership qualities who possess an international character and a pioneering spirit in each branch of higher learning.” The most distinctive aspect of the Department’s purpose is its emphasis on an international perspective. This aspect is appropriate for a professional graduate public policy school located in the world city of Tokyo, Japan’s capital and political, administrative, and economic center, which constitutes part of the University of Tokyo, the oldest and internationally recognized university in Japan.

The Department has taken many unique and excellent initiatives in terms of its international characteristics, which include admitting applicants of diverse backgrounds who have received their undergraduate education overseas; establishing the Master of Public Policy, International Program (MPP/IP) that students can complete taking courses offered only in English; participating in the Global Public Policy Network (GPPN), an international network of public policy graduate schools, and Campus Asia Plus; introducing double degree programs with a number of overseas universities; actively promoting internships abroad; and providing opportunities for MPP/IP and other students to interact together outside of class. In addition, the Department has set up a research unit financially supported by an international organization (the European Union) and adopted measures to establish an administrative organization consistent with its purpose, such as hiring many staff members who can perform their duties in English. These are commendable efforts that contribute to the Department’s internationalization.

Despite the high standards and achievements attained by the Department, international competition to attract students is fierce, and appropriate recruiting activities are essential. In this regard, the Department continues to reach out to government agencies, central banks, and organizations in charge of government scholarship programs, mainly in Asian countries, and makes steady efforts to increase the amount of information available on its English website with more frequent updates. These active recruiting

activities, however, can place an additional burden on its faculty members who already provide a traditionally high level of education to students through courses offered in Japanese, thereby making the faculty excessively busy. As a result, the Department carefully allocates class hours to each faculty member to secure their research time. This is a distinctive initiative that other professional graduate public policy schools can learn from.

These efforts have earned the Department a high reputation in society. Being a professional graduate public policy school, it is no surprise that its alumni secure employment mainly in domestic and foreign government agencies. However, in recent years, many alumni are finding jobs in the consulting and finance/insurance sectors. This indicates that the Department is providing education that meets the recent trend of companies emphasizing the public interests of their business activities. In addition, since AY2022, the Department has offered the unique Capstone project course, in which domestic and foreign companies and local governments participate as clients, asking students to analyze and discuss the practical issues these organizations face. It can be said that companies and local governments willing to become clients in this course are demonstrating their confidence in the Department's level of education. As shown by the excellent gender balance of students, the Department has clearly succeeded in ensuring student diversity, including nationality and gender.

On the other hand, the Department needs to form a high-level, organization-wide consensus on carrying out activities to strengthen its international character. For example, increasing the number of courses offered in English and inviting internationally renowned faculty members to provide world-standard education do not necessarily lead to higher levels of satisfaction among international students. The same is true for the satisfaction level of students who take courses offered in Japanese. For a sizable educational institution offering an extensive number of courses, it is essential to make organization-wide efforts to maintain its educational standards, especially in terms of teaching procedures and evaluation methods, while giving consideration to student diversity. In this regard, continued efforts for improvement are required by the Department. For example, the frequency of FD meetings is insufficient. The Department has many faculty members who teach classes in diverse fields and faces difficulty in achieving a balance between implementing improvements in educational methods and the curricula on the one hand and controlling the work hours of full-time faculty members and securing their research time on the other, though no major problems have arisen at this point. Despite these challenges, the Department is expected to encourage its faculty members to share information and policies and to make further efforts to improve the educational methods

and curricula, including stable course offerings and course classification, and to explain such efforts to students in an appropriate and detailed manner.