

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

**Kochi University of Technology**

<b>Basic Information of the Institution</b>	
Ownership: Public	Location: Kochi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
<b>Related Links</b>	
Kochi University of Technology: <a href="http://www.kochi-tech.ac.jp/kut_E/">http://www.kochi-tech.ac.jp/kut_E/</a>	
Full Text of the Accreditation Results (in Japanese): <a href="http://www.juaa.or.jp/accreditation/university/result_2012.html">http://www.juaa.or.jp/accreditation/university/result_2012.html</a>	
Accreditation Standards, Process and other related information (in English): <a href="http://www.juaa.or.jp/en/accreditation/university.html">http://www.juaa.or.jp/en/accreditation/university.html</a>	

## **Certified Evaluation and Accreditation Results for the Kochi University of Technology**

### **Notable Strengths**

#### *Faculty and faculty organization*

- It is commendable that the Kochi University of Technology has implemented a Faculty Evaluation System with clearly defined evaluation criteria. In particular, the evaluation system has helped the university to build a culture in which faculty members pursue research and contribute to society under their own volition. It has also incorporated viewpoints from various educational evaluations, leading to overall improvement in the educational dimension of the university.

#### *Enrollment*

- It is commendable that the university discloses its examination criteria to applicants. For example, the Entrance Examination Guide, which is given to prospective undergraduate applicants, includes entrance examination questions from the previous year with explanations of the intent of the questions for each subject. The guide also discloses content of entrance examinations in the admission-on-recommendation procedure for all Schools, with a clear indication of screening criteria.

#### *Education and research environment*

- It is commendable that the university has proven results in promoting research. For example, hiring postdoctoral fellows as research assistant professors devoting themselves to research has enhanced the university's research capabilities. Establishing the Research Development Coordinator Office and hiring contractual instructors have also attracted abundant external funding.
- It is commendable that the university encourages faculty research. For example, when individual faculty acquired grant-in-aid for scientific research, the university provides 50% of the value (not including that allotted to other institutions) of the grant in the following year (within the limit of JPY 5 million per person). Making the most of the quarter system, it has created a sabbatical quarter, enabling faculty to focus on their research and professional development by providing time for faculty to devote themselves exclusively to their studies.

#### *Social cooperation and contribution*

- It is commendable that the university has made efforts to contribute to the local community. For example, in 2011, the university established the Kochi University of Technology Earthquake Tsunami Disaster Prevention Study Group, which uses supercomputers to simulate possible earthquake (and other) damages with extreme precision so as to provide advice to local governments. This has contributed to local government efforts to forecast the effectiveness of disaster prevention plans for huge earthquakes such as the predicted Nankai Trough Earthquake.
- It is commendable that the university has been actively supporting research. For example, the Center for Research Collaboration in the Research Organization for Regional Alliances has six research groups, each proceeding with their own specific academia-industry-government cooperation projects. Such projects, including joint

and contract research, have led to external funding and the development of systems for practical use with visible results. Research groups that have achieved meritorious results are rewarded with research support grants from the President's Discretionary Fund.

## **Suggestions for Improvement**

### *Educational content, methods, and outcome*

- The policies for granting degrees have not been stipulated in each School and Graduate School, and the principles for curriculum design and implementation to achieve such educational goals have not been specified. The university should formulate these policies and publicize them to the student body and the public.
- The level of detail varies in syllabi for each School and Graduate School. Some do not include a weekly schedule or criteria for grading. This should be improved.
- In the master's and doctoral programs of the Graduate School of Engineering, criteria for examining theses and dissertations have not been specified. Criteria should be specifically indicated in the Student Handbook (and other handbooks) and made available to students.
- In the doctoral program of the Graduate School of Engineering, some students complete all the requirements except the dissertation, and leave the university before completing the dissertation requirement within the time limit set by the university. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is an inappropriate use of the system. The university should modify the way it addresses these cases and, in accordance with the purpose of a course-based doctoral program, should create measures to encourage degree completion.

### *Enrollment*

- The university has general admission policies; however, each School, Faculty, and Graduate School does not have its own policies. Each academic unit should clarify and publicize them.

### *Internal quality assurance*

- A body that discusses and decides matters related to each School, Faculty, and Graduate School has not been defined. The university conducts self-studies through councils and departmental faculty meetings held at the discretion of each group. These entities are not defined by regulations, and their relationship with other offices (such as the Council for Self-studies and Evaluations) is not clear. Thus, the Japan University Accreditation Association cannot conclude that a system of internal self-study exists. This needs to be improved.