

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

**Kindai University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Osaka, Japan
<b>Accreditation Status</b>	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

## **Certified Evaluation and Accreditation Results for Kindai University**

### **Overview**

Kindai University's founding principles are "learning for the real world" and "nurturing intellectual and emotional intelligence," and in line with this, the University's educational policy is "to develop creative individuals who have a firm understanding of reality, hold a historical perspective, keep their feet on the ground, and can demonstrate a critical and challenging spirit." Through this kind of education, the University is committed to its educational philosophy of "fostering individuals who are caring, trustworthy, and respectable." In AY2020, Kindai University drew up the "Kindai University Medium-Term Plan," which identified what the University needs to accomplish over the following five years, and clearly states that the University aims to become a strong global university by developing talented individuals and conducting world-class research in accordance with the spirit of the University's founding.

In order to promote the University's founding spirit mentioned above, the University is actively working to publicize it not only to its internal constituents and through its website, but also through online orientation for new students and by providing current students with opportunities to learn about the University via video content. The University also puts efforts into open campuses for prospective students, and holds events involving projects that use products developed independently by students and opportunities for hands-on experiments and research, allowing these prospective students to experience the "learning for the real world" described in the founding spirit. This is highly commendable as a strength of the University and has led to enhanced student recruitment.

Furthermore, it is highly commendable that the University is making a university-wide contribution to society by taking advantage of the regional characteristics of each campus, developing research outcomes into commercial products, as exemplified by bluefin tuna farming, and developing practical products in collaboration with local companies, as well as actively promoting industry-university-government collaboration linked to students' educational activities under the Kindai University Liaison Center (KLC, hereinafter the "Liaison Center"). In order to carry out these social cooperation and contribution activities, it is necessary to improve faculty members' educational and research capabilities. To this end, the

University appropriately evaluates faculty members' performance and provides incentives based on the results, thereby revitalizing the faculty organization. This too can be seen as one of the University's strengths.

In addition to expanding these distinctive initiatives, since 2015, the University has been implementing its Third Education Reform, which aims to facilitate continuous improvement of undergraduate education, to strengthen the capabilities of undergraduate students, and to guarantee the quality of education to ensure this. As such, the University is working to establish and promote university reforms and an internal quality assurance system. The University's internal quality assurance system consists of the "21st Century Education Reform Committee" and the "21st Century Research Promotion Committee." A system has been established whereby these formulate plans for educational and research activities, respectively, and annual self-study is conducted for the activities of each department, graduate school, and the Center for Education Reform. The results are then objectively evaluated by the university-wide Self-Study Committee and reported to the "Kindai University Agency for Future Strategies" for improvement measures and the planning of ideas for medium- and long-term educational reforms. Under this system, the University is engaged in improvement activities such as setting a university-wide assessment policy to promote the visualization of learning outcomes, indicating that the university-wide PDCA cycle is functioning.

In terms of education, the three policies (Diploma Policy (degree award policy), Curriculum Policy (curriculum design and implementation policy), and Admission Policy) were reviewed in AY2015, and efforts are being made to substantiate student learning by designing a step-by-step and systematic curriculum in each department and graduate school, as well as by introducing active learning to enhance the content of classes. In addition, since AY2020 the University has been taking appropriate measures to prevent the spread of COVID-19, such as providing online counseling and support for students.

However, there are several issues that should be improved. Although the three policies have been reviewed as mentioned above, some graduate schools have not defined these three policies for each of their programs, and in some cases, the criteria for the examination of dissertations have not been set for individual programs. This should be corrected. In addition, some graduate schools and programs have not defined the methods and schedules for research supervision, so these need to be developed for graduate education. In addition, some graduate schools and programs are under capacity, while at the undergraduate level, the ratio of student enrollment

to the student enrollment cap is high. This should be improved to ensure proper student quota management.

In the future, the JUAA hopes that the functions of the internal quality assurance system centered on the Kindai University Agency for Future Strategies will be verified and developed into an even more effective framework, while efforts are made to promote the monitoring and evaluation of learning outcomes based on the assessment policy and the functioning of the university-wide PDCA cycle, which will further develop the University's distinctive initiatives and lead to improvements in various issues.

## **Notable Strengths**

### *Student Enrollment*

- Public relations activities and open campus planning are carried out under the Headquarters for Strategic Management of the school corporation. Specifically, numerous events, including projects that use products developed independently by students and opportunities to experience hands-on experiments and research, are held at the open campuses, allowing prospective students to experience the “learning for the real world” described in the University's founding spirit. In addition, campus tours are conducted by student volunteers, and students participate in the events, providing prospective students with an opportunity to get a closer look at student life. It is commendable that these strategic activities have led to enhanced student recruitment as well as using hands-on experience to communicate the University's founding spirit to prospective students.

### *Faculty and Faculty Organization*

- The University has set out multidimensional and specific assessment categories for performance evaluation in the areas of education, research, administration, and social activities. These are evaluated by the “Faculty Performance Evaluation Committee” based on faculty members' self-evaluations with respect to these categories. Incentives are given to faculty members with good results, and the details of the evaluations are also used as basic data for determining promotions, etc. The evaluation categories can be set according to the characteristics of each faculty, and the flexible performance evaluation system, which includes opportunities for interviews with the deans of faculties and graduate schools as necessary, has energized the various activities of a diverse range of faculty members, which is a commendable strength.

### *Social Cooperation and Contribution*

- Each campus and center is actively engaged in activities such as product development in collaboration with local companies, taking advantage of the characteristics of the local area. For example, in addition to bluefin tuna (Kindai tuna) cultivation based on research findings by the Aquaculture Research Institute, the fact that there are many companies with distinctive technologies located on the Higashi Osaka Campus has led to the establishment of the “Regional Alliance Advanced Research and Education Center (commonly known as the Kindai Monozukuri Kobo)” in collaboration with local companies. This center has developed face masks that show the movement of the mouth (Kindai masks) and distributed them free of charge to the community. In addition, industry-academia-government collaboration is being conducted under the Liaison Center, with students in many faculties in the humanities and sciences participating in activities that lead to the development of a wide variety of products. It is commendable that the University is systematically developing social cooperation and social contribution activities that encompass educational activities, leading to an increase in public recognition of the University.

### **Suggestions for Improvement**

#### *Educational Program and Learning Outcomes*

- The Graduate School of Economics, Graduate School of Agriculture, Graduate School of Biology-Oriented Science and Technology, Graduate School of Systems Engineering, and Graduate School of Humanity-Oriented Science and Engineering have not established the criteria for the examination of dissertations for each program. This should be improved.

#### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is low at 0.40 for the Master’s Course of Graduate School of Commerce and 0.27 for the Doctoral Course of Graduate School of Commerce, 0.15 for the Master’s Course of Graduate School of Economics, 0.24 for the Doctoral Course of Graduate School of Agriculture, 0.20 for the Doctoral Course of Graduate School of Systems Engineering, while there are no students enrolled in the Doctoral Course of Graduate School of Economics. This should be improved to ensure proper graduate student quota management.

## **Recommendation**

### *Educational Program and Learning Outcomes*

- The Graduate School of Agriculture has not established a degree award policy for each program. This should be corrected to establish such policies and make them public.
- Regarding curriculum design and implementation policies, the Graduate School of Agriculture's Major in Advanced Bioscience does not set a policy for each program, while the Graduate School of Science and Engineering's Doctoral Course of Major in Molecular and Material Engineering and Doctoral Course of Major in Innovative Engineering do not indicate their basic approach to curriculum design. This should be corrected.
- A method and schedule for research supervision are not defined as part of the research supervision plan for the Master's Course and Doctoral Courses of Graduate School of Biology-Oriented Science and Technology. A schedule for research supervision is not defined as part of the research supervision plan for the Doctoral Course of Graduate School of Law, Master's Course and Doctoral Course of Graduate School of Economics, Master's Course and Doctoral Courses of Graduate School of Pharmacy, and Graduate School of Medical Sciences. This should be corrected so that such schedule is defined and made clear to students in advance.

### *Student Enrollment*

- Regarding admission policies, the Graduate School of Science and Engineering's Major in Science and Doctoral Course of Major in Innovative Engineering, the Graduate School of Agriculture, the Graduate School of Biology-Oriented Science and Technology's Major in Biotechnological Science have not set policies for each program, while that of the Doctoral Course of Graduate School of Pharmacy is the same as its curriculum design and implementation policy. This should be corrected.
- The ratio of student enrollment to the student enrollment cap in the Faculty of Medicine's Department of Medicine is high at 1.08. This should be corrected to ensure proper undergraduate student quota management.