

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

Kinki University



Basic Information of the Institution	
Ownership: Private	Location: Osaka, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

Certified Evaluation and Accreditation Results for Kinki University

Overview

Kinki University (hereafter, the University) succeeded Osaka Technical College, established in 1925, and Osaka Science and Engineering University, established in 1943, and was founded as a university in the new education system of 1949 with two faculties: the Faculty of Science and Engineering and the Faculty of Commerce. Thereafter, the University added faculties and graduate schools and has gone through reorganization. Currently, the University has forty-eight departments in thirteen faculties: the Faculty of Law, the Faculty of Economics, the Faculty of Business Administration, the Faculty of Science and Engineering, the Faculty of Architecture, the Faculty of Pharmacy, the Faculty of Literature, Arts and Cultural Studies, the Faculty of Applied Sociology, the Faculty of Agriculture, the Faculty of Medicine, the Faculty of Biology-Oriented Science and Technology, the Faculty of Engineering, and the Faculty of Humanity-Oriented Science and Engineering; and thirteen graduate schools, including professional schools: the Graduate School of Law, the Graduate School of Commerce, the Graduate School of Economics, the Graduate School of Science and Engineering Research, the Graduate School of Pharmacy, the Graduate School of Literature and Cultural Studies, the Graduate School of Agriculture, the Graduate School of Medical Sciences, the Graduate School of Biology-Oriented Science and Technology, the Graduate School of Systems Engineering, the Graduate School of Advanced Technology, the Graduate School of Humanity-Oriented Science and Engineering, and the Law School. Campuses are located in Higashiosaka City, Osaka Prefecture, where eight faculties are based; other campuses are the Osaka-Sayama Campus, the Nara Campus, the Wakayama Campus, the Hiroshima Campus, and the Fukuoka Campus. The University engages in education and research activities according to its educational principles.

Prior to this accreditation review, the Law School had already undergone professional graduate school accreditation review by the National Institute for Academic Degrees and University Evaluation (NIAD-UE) in 2013 and was accredited. Thus, Japan University Accreditation Association (JUAA) reviewed the School this time by examining the improvements from 2013 onwards from the standpoint of University Accreditation (institutional certified evaluation and accreditation).

After its accreditation review by JUAA in 2007, the University has taken measures to create an attractive environment by making social contributions through a program of industry-government-academy cooperation that focuses on practical science and promotes various research activities. Also, it has maintained a high number of applicants by carrying out various reforms to the admission system including innovative and detailed public relations that are up-to-date, the dispatch of important University information under the name “Kinki brand” (establishing Kinki University as a brand), and application of information technology and labor-saving technology to the administration of entrance examinations. However, some departments and faculties admitted more students than the admission quota, and some graduate schools failed to fulfill the quota. Also, in regards to the educational content and methods of the graduate schools, some shortcomings are found in the course-based graduate school system. The examination criteria of dissertations and the process of awarding doctoral degree should be improved.

Notable Strengths

Faculty and Faculty Organization

- It is commendable that the University’s faculty self-evaluation system, and the

reflection of this evaluation in the bonuses awarded to faculty, as well as the introduction of an individual research fund incentive system, have delivered positive results. In particular, they have contributed not only to improvement in the quality of faculty, but also to a significant increase in the number of adoptions of grants-in-aid for scientific research by the national government as compared to the situation before the introduction of the individual research fund incentive system. The incentive system has also vitalized creative research activities, including a project studying the complete aquaculture of bluefin tuna, and an international joint research of bio-coxes, both of which had obtained the financial aid from external organizations and drawn world attention.

Educational Content, Methods, and Outcome

- The objective of general education, “establishing rich human relations and clear identity by cultivating broad knowledge and deep insight,” has been promoted across all the faculties and has formulated a broad range of curriculum encompassing common general subjects groups such as humanity and sociality, rationality and internationality, agenda setting and problem solving, and sports and expression. Also, in basic seminars for the first year, students are required to take a course from the agenda-setting and problem-solving subject group, which helps them acquire the basics for learning in the University. It is commendable that the University as a whole engages in developing curriculum for implementing general education. It is also commendable that this initiative (focusing on general education for the University as a whole) has been implemented by the Twenty-first Century Education Reform Committee and the Organization of Common Education for the Entire University, and that robust academic affair governance has been established in a large university with multiple faculties.
- It is commendable that each faculty actively carries out faculty-development (FD) activities. For example, in order to share notable teaching practices, classes in the Faculty of Law are video recorded and peer reviewed as training sessions to improve teaching. Also, in the Faculty of Business Administration, classes are peer reviewed by faculty members, and the results of the observers’ remarks are analyzed in a report that provides feedback to improve teaching.

Enrollment

- It is commendable that the University has made efforts to create an attractive university and to disseminate its information as to promote a connection between high schools and the University that serves as the basis of student application and admission. In particular, By widely diffusing the “Kindai brand,” which has been established through various research activities and social contributions involving active public relations activities, the reputation of the University is enhanced not only among potential applicants, but also nationwide. The University visits high schools, accurately grasps application trends, and promotes connections between high schools and the University. Many students come to the Open Campus event every year. At the same time, the University has implemented various reforms of the admission system, including instituting online applications, and has maintained a steady number of applicants.

Student Support

- The English Village, known as E^3 (*E-Cube*), on the Higashiosaka Campus offers students an opportunity to explore their interest in English and improve their

English-language skills by experiencing different cultures and talking with native English speakers. Many students have used this facility since its opening. It is commendable that the use of this facility actually led to improvement in students' English skills. Students who had been weak in English became motivated to learn and significantly improved their English.

Social Cooperation and Contribution

- With social-cooperation-oriented activities based in the Liaison Center, the University has maintained high numbers of both patent applications and instances, which are the results of research cooperated with industry and public sector. And the University has also maintained high numbers of funded research projects. Among these, a project involving the aquaculture of bluefin tuna has drawn significant public attention as a countermeasure to the depletion of natural resources. It is commendable that the University has continued this research and practical implementation for more than forty years, in fulfillment of the social mission of preventing food shortages caused by the expected depletion of marine resources. This activity is a notable example of the University's focus on practical science.

Suggestions for Improvement

Mission and Purpose

- In the Law School, the purpose of personnel development or the other purpose of education and research is not clearly stated in the regulations. This should be improved.

Educational Content, Methods, and Outcome

- While all Graduate Schools indicate policies on degree award particular to each graduate program, only the requirements for completion are designated in the content, and required learning outcomes are not clearly specified. This should be improved.
- In regards to the curriculum design policies in the Graduate School of Agriculture and the Graduate School of Advanced Technology, the basic idea of the educational content and method, as well as the profile of the environment and the curriculum is not set forth. This should be improved.
- Although the syllabi have been created following a common format, the contents vary depending on the class. The contents are not systematically reviewed by each faculty and graduate school particularly the syllabi of non-full-time lecturers. A system to review and improve the contents of syllabi should be developed.
- Although University Regulations and Graduate School Regulations define the basis of credit calculation, the fact that one credit requires forty-five hours of study is not written clearly. This should be improved.
- In some graduate schools, including the Graduate School of Science and Engineering Research, the Graduate School of Pharmacy, the Graduate School of Literature and Cultural Studies, the Graduate School of Agriculture, the Graduate School of Medical Sciences, and the Graduate School of Biology-Oriented Science and Technology, FD activities to improve educational content and methods that are

specific to each graduate school have not been conducted. This should be improved.

- In the doctoral programs of each graduate school, 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 the enrollment status, they are granted doctoral degree in the same manner as those students continuously enrolled. This is an inappropriate use of the system that should be corrected. In accordance with the purpose of having doctoral programs, the University should create measures to enhance the degree completion within the required time frame.
- In the Graduate School of Medical Sciences, the degree candidate's research supervisor serves as the main examiner of that candidate's dissertation. From the perspective of objectivity and fairness, this should be improved.

Enrollment

- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.21 in the Department of Electronic Engineering and Computer Science in the Faculty of Engineering. Also, the ratio of transfer students to the transfer student admission cap is low at 0.20 in the Department of Food Science and Nutrition in the Faculty of Agriculture. In addition, the ratio of enrolled students to the student enrollment cap is high at 1.27 in the Department of Literature in the Faculty of Literature, Arts and Cultural Studies, but low at 0.13 in the doctoral program in the Graduate School of Law, at 0.27 in the doctoral program in the Graduate School of Commerce, at 0.18 in the master's program, at 0.00 in the doctoral program in the Graduate School of Economics, at 0.13 in the doctoral program in the Graduate School of Systems Engineering, at 0.25 in the doctoral program in the Graduate School of Humanity-Oriented Technology, and at 0.29 in the Law School. These should be improved.

Area of Serious Concern

Educational Content, Methods, and Outcome

- While the regulations in the doctoral program in the Graduate School of Agriculture state that up to thirty credits taken in another graduate school before admission to this program can be recognized and counted toward program completion, the Graduate School must follow the law to set the appropriate number of credits that can be recognized. It is urgent that this be corrected immediately.

Enrollment

- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are high at 1.22 and 1.26, respectively, in the Department of Science in the Faculty of Engineering; at 1.04 and 1.06, respectively, in the Department of Medicine in the Faculty of Medicine; and at 1.42 and 1.37, respectively, in the Department of Biological and Environmental Chemistry in the Faculty of Human-Oriented Science and Engineering. Also, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.32 in the Department of Information and Computer Science in the Faculty of Humanity-Oriented Science and Engineering, and at 1.21 in the entire Faculty of Humanity-Oriented Science

and Engineering. These numbers must be corrected. In regards to the enrollment management of the University, in the last accreditation review JUAA pointed out the problem with “serious concern” and asked for a report of improvement, but the situation was not improved sufficiently. In this accreditation review process, JUAA asked for a report again, but the Faculty of Medicine has not implemented proper enrollment management yet. It is urgent that this be corrected immediately.