

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

Kwansei Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

## Certified Evaluation and Accreditation Results for Kwansei Gakuin University

### Notable Strengths

#### *Mission and purpose*

- It is commendable that Kwansei Gakuin University (hereafter, the University) disseminates its mission and purposes widely to society. The University passes its messages to the entire University community, including students and faculty/staff members through courses such as the Study of Kwansei Gakuin and the Chapel Hour. The dissemination is also accomplished to the outside of the University through the alumni association. By setting up the “Mission Development and Promotion Committee,” the University also promotes activities that share its mission based on the “Master Plan for the Infiltration of the Mission.” In order to achieve the vision of the University, which is to be a community without “fences” for learning and research, the University has set up the “Inclusive Community Promotion Committee,” and implemented inclusive educational activities, verifying the effects of those activities through the “Survey on Inclusiveness.”

#### *Faculty and faculty organization*

- It is commendable that the University encourages the faculty to embody its mission statement, and fosters the faculty's deeper understanding of diversity. As a high education institution intending to improve the quality of its teaching, the Institute for Human Rights Research and Education established by the University regularly holds lectures on human rights issues for the purpose of fostering diverse views on human rights. In addition, each department and graduate school holds its own human rights workshops from various perspectives such as religion, life, poverty, and networked society.

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

- It is commendable that the University has made successful efforts for developing international research skills. In particular, the Graduate School of Sociology has set up an academic writing class and a class on presenting in English as electives for all levels and courses in order to ensure and sustain the increase the number of research papers and research presentations published outside of Japan by its graduate students. It has also offered the opportunity to publish research papers through its new journal, “KG Sociological Review,” which is published in cooperation with the Kwansei Gakuin University Institute for Advanced Social Research.
- It is commendable that the University, along with its Center for Research into and Promotion of Higher Education, has made university-wide efforts for building a system to support teaching and learning. The teaching and learning support system has been implemented through the introduction of student assistants, including LAs, TAs, and SAs. In particular, the system of LAs serves two purposes—to assist the operation of classes and to provide peer support of students outside the classroom. All undergraduate schools use LAs, who are trained through workshops before the start of their services to provide fine-grained support with students. The participation of LAs in classes is effective for the improvement of students’ understanding of the content of the classes. The survey on teaching evaluations and

the LA survey have demonstrated that the system has enhanced the active learning of the students, as the students motivate each other to study more.

#### *Student support*

- It is commendable that the University has offered a number of substantial scholarships, predicated on its mission, which has significantly contributed to the economic support and the maintenance of learning opportunities for students. In particular, there are thirteen kinds of original scholarships, including the Lambuth Scholarship and the Alumni Scholarship. These scholarships are substantiated, with the number of recipients and the amount of the allowances increasing every year.

#### *Education and research environment*

- It is commendable that the University has made efforts for developing substantial research funding and support systems, which have revitalized its education and research activities. Since the school year of 2009, the University has introduced the system of “funds for revitalization of education and research” and created a budget according to the education and research policy needs of each (academic) unit. It has supported the efforts for upgrading voluntary and highly motivated education and research. In addition, the University collects information on external research funds and studies know-how in order to acquire funds in a systematic manner. It helps to secure competitive research funds such as the Grants-in-Aid for Scientific Research. In addition, the University provides the “Funds to Facilitate the Applications for the Grants-in-Aid for Scientific Research” to help non-recipients prepare their next applications, ensuring that some will gain additional funding support. The University has a substantial research support system, and has obtained significant results in terms of the adoption rate of new external research funds in recent years.

#### *Social cooperation and contribution*

- It is commendable that the Institute for the Research of Disaster Area Reconstruction at the University has made contributions to the society by disseminating its research findings in a timely manner. This institute was established as a ten-year memorial to the Kobe Earthquake. It examines governmental reconstruction support systems and conducts research not only in neighboring areas, but also across the nation. It started with local issues and has steadily built up its activities through surveys, research volunteer opportunities, and lecture series, and expanded its focus beyond geographic boundaries.

#### *Administration and finance*

- It is commendable that the University’s various efforts for achieving its mission have contributed to the improvement of the quality of administrative staff. For example, in order to improve the quality of staff members, the University clarified seven competencies expected of staff, defined the job qualification criteria, and set up a Staff Training System consisting of twelve categories. Through the Staff Training System, the staff can receive various kinds of training, including qualification-based, position-based, overseas, domestic, on-campus, practical business, motivational, external group, and on-the-job training. The University offers funds to administrative units as well as individuals. In order to facilitate the understanding of the mission and purpose of the University, a seminar on the Study of Kwansai Gakuin is also offered. By offering courses in the seminar that range from basic to advanced, the University enriches its systematic and substantial

in-service training systems.

#### *Internal quality assurance*

- It is commendable that the University's campus-wide organizations and departments work together in the efforts to achieve the University's mission, and that the University's Plan-Do-Check-Act (PDCA) cycle is functioning successfully. In particular, the Kwansei Gakuin Evaluation Promotion Committee develops and encourages the evaluations and self-studies of the entire University. It is in charge of the University Self-assessment Committee, which is responsible for overseeing the self-studies and evaluations of the University as a whole. It is also responsible for the Evaluation Expert Committee, which implements evaluations by third parties, including external experts. Moreover, each faculty, graduate school, and academic unit has its own Self-assessment Committee, which is always active. The self-study processes are organized, so that the results of evaluations, problems, and the development plans are reported through the regular work of each Self-study Committee to the executive office of the University. Furthermore, the University has developed the Kwansei Gakuin Integrated Self-assessment Web System, which is used to conduct self-study and evaluation activities and to assemble evaluation reports. This web System is equipped with various display formats to allow people to see not only the written self-evaluations of each unit, but also the comments from the third party evaluators, the explanations of the indicators regarding each evaluation item, and comparative views of the corresponding mid-term objectives and the basic objectives of the entire University. Therefore, a functional and effective self-study system has been constructed.

#### **Suggestions for Improvement**

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

- The doctoral programs in the Graduate School of Science and Technology, the Graduate School of Education, and the Graduate School of Language, Communication, and Culture do not have curricula that include appropriate coursework. Considering the purpose of the credit-based degree granting system, the doctoral program should offer appropriate educational content.
- The following academic units hold classes that combine undergraduate and graduate education, without differentiating the grading methods according to the levels of the students: the School of Theology and the Graduate School of Theology, the School of Humanities and the Graduate School of Humanities, the School of Sociology and the Graduate School of Sociology, the School of Economics and the Graduate School of Economics, the School of Science and Technology and the Graduate School of Science and Technology, and the School of Policy Studies and the Graduate School of Policy Studies. From the perspective of quality assurance of credit-based degree programs, this situation needs to be improved.
- The maximum number of yearly credits which students can register for has been set high in the following academic units: at fifty-six in the third and fourth years in the School of International Studies; at sixty for the transfer students in the School of Theology, the School of Sociology, and the School of Economics; at fifty-six in the School of Law and Politics; and at seventy-two in the School of Human Welfare Studies, the School of Education, and the School of International Studies. There is no limit in the School of Policy Studies. This situation should be improved in accordance with the purpose of having credit systems.

*Enrollment*

- The ratio of enrolled students to the student enrollment cap is low at 0.40 in the Master's Programs in the Graduate School of Economics and at 0.32 in the Graduate School of Policy Studies. This situation should be improved.
- The ratio of transfer students to the transfer student admission cap is low at 0.63 in the Department of International Studies in the School of Policy Studies. This situation should be improved.