

KANSAI UNIVERSITY OF INTERNATIONAL STUDIES (関西国際大学)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

The institution’s educational philosophy states that the Kansai University of International Studies should provide a place to pursue an intelligence and academic path, with the aim of cultivating affectionate, creative and energetic human resources capable of seeing things from a global point of view. This philosophy forms the basis for a key feature of the university: an emphasis on cultivation of human resources who can acquire accomplishment, expertise and skills from a global perspective, and can be active in the international community. It also has been incorporated into very specific attainment targets, such as five educational objectives and “KUIS Learning Benchmarks”. Students, as well as teachers, have applied those targets to each course of study and have been encouraged to periodically reflect on their own situation, including their learning levels, skills to be acquired, and behavior characteristics, on a “Reflection Day” or other occasions. As a result, students have become familiar with the university’s mission and objectives, etc., through learning. In addition to various media, this system helps to ensure that its mission and objectives have been publicized internally and externally.

“Standard 2. Learning and Teaching”

In accordance with three policies (diploma policy, curriculum policy and admission policy) set forth based on the school philosophy and educational objectives, the institution clearly presented its approach to the process from admission of entrants to graduation, its curriculum content, and even its exit strategy, which were publicized both inside and outside the university.

Taking advantage of the characteristics of the admission policy, the institution introduced a “Class Participatory AO Entrance Examination System” that ensures collaboration between high school and university in an advanced manner. It has also offered a choice of courses based on the curriculum policy, developed the Rubric system based on the KUIS Learning Benchmarks, and introduced a learning outcome assessment system using an “e-portfolio”. In addition, the institution established a teacher advisor system which encourages students to clarify their own issues and to set their learning goals. It has provided student support for problem solution and goal achievement in a systematic manner, including a framework for strengthening students’ motivation to learn under the “Kansai University of International Studies Campus Mileage System”, etc., as well as a scholarship program, which led to embodiment of its diploma policy.

“Standard 3. Management, Administration and Finance”

With a focus on proper management and administration by the board of directors, the board of councilors, and auditors, the institution established the standing board committee and the “Executive Committee Meeting” to build a mechanism to ensure administration and operations in compliance with the basic policy on administration and operations of the university. To encourage smooth decision-making about teaching, the institution also established the “University Council”, the faculty meeting and various committees, which formed a structure where the principal can

exercise leadership.

A deputy principal and principal aides who assist the principal in executing his/her duties were appointed as appropriate, and the division of their responsibilities was clearly defined. Under such an organizational structure, good communication with each department has been ensured to facilitate both top-down and bottom-up processing effectively.

The institution made efforts to enhance its educational activities and maintain a sound financial base for supporting them by encouraging teachers and other school staff to set their annual goals, and making a term-end evaluation based on such goals.

“Standard 4. Self-inspection and Evaluation”

Self-inspection and evaluation were carried out with regard to various projects promoted according to the annual budget plans and self-inspection and evaluation goal for each department, as well as action plans prepared by each department, based on data collected and analyzed by the Institutional Research (IR) Section of the Evaluation Center. Evaluation was made in the interim and year-end periods to verify the progress of projects, and provide feedback about self-inspection/evaluation and target setting by each department for the current year and the next year.

Target setting and self-inspection/evaluation by each department were conducted based on the “Departmental Target Setting Evaluation Sheet”, which proves that highly transparent self-inspection and evaluation were ensured on the basis of performance. Those results were reported to the Faculty Development (FD) Workshop and committee meetings related to each department, resulting in the establishment of a school-wide PDCA cycle.

To sum up, the institution has created evaluation indicators to substantially incorporate three policies set by the university into its educational curriculum, and established a framework to implement such policies organizationally. By promoting self-inspection and evaluation in order to maintain the soundness of those indicators and the framework while allowing for FD activities, it developed a remarkably characteristic education system. For the maintenance and improvement of the educational research infrastructure of the university, effective governance has been achieved under the leadership of the board of directors and the principal. It is expected to produce human resources who meet the needs of the age to come.

For details about “Standard A. International Exchange and Collaboration” and “Standard B. Collaboration with Social Communities”, which are set forth as the institution’s unique initiative based on its mission and objectives, please refer to the general remarks on the standard.