

Decision of Institutional Certified Evaluation and Accreditation

The University of Miyazaki complies with the Standards for the Establishment of Universities and other relevant laws and regulations, and meets the Standards for Evaluation and Accreditation of Universities set by NIAD-UE.

Good practices identified by the review committee include:

- Reflecting the results of the evaluation of the academic staff not only in salaries and bonuses but also research budget for affiliated faculties, as well as preferentially awarding research grants and quoting the recognitions of achievements based on citations;
- Preparing university-wide guidelines for implementing the degree granting standards and the principles for curriculum organization, having Course Curriculum Coordinators play a central role in formulating and implementing curriculums and diploma policies for programs, clearly stating, in the form of curriculum matrices, the qualities and skills that students are expected to acquire through a given course, and ensuring that the course numbering system is institutionally in place across disciplines to clarify the structure of the course;
- The English for Medical Purposes Program at the School of Medicine and the English for Nursing Purposes Program at the School of Nursing, which send a number of students abroad for clinical and practical training as part of the curriculum to train students to become medical experts with English skills;
- Promoting students' self-motivating learning by adopting active learning methods in the newly introduced curriculums for undergraduate programs as well as evaluating and reviewing the curriculum in each faculty by review panels which include external experts;
- The Graduate School of Agriculture and Engineering and the Graduate School of Medicine and Veterinary Medicine, both of which, as the first interdisciplinary programs offered in the fields in Japan, incorporate the fruits of industry-academic cooperation into the curriculums and take advantage of the interdisciplinarity education for teaching staff from different backgrounds co-supervising doctoral dissertations, some of which have been accepted with graduate students as first authors;
- Distinctive programs such as the Nurturing of International GAP (Good Agricultural Practices) - Capable Food Management Specialists, the Practical Education Program for Livestock Production Trainee Based on Good Agricultural Practice with Inter-University Collaborative Education, the Program for Developing Human Resources with Advanced Expertise to Meet the

Needs of the Solar Power Generation-Related Industry and the Program for Producing Highly-Trained Personnel to Contribute to the Formation of the Solar Power Generation-Related Industry, jointly leading to improvements in course content and winning a high reputation in external evaluation;

- The Human Resource Development Project in Miyazaki Community Based on the “Food and Health” Education, selected for the Program for Promoting Universities as the Center of Community funded by MEXT in FY2013, in which the university trains students to acquire practical skills to solve local issues;
- The Self-Motivating Career Education Program for Students of Faculty of Engineering in University of Miyazaki, selected for the Program for Promoting University Education and Student Support, Theme A: Program for Promoting University Education Reform funded by MEXT between FY2009 and FY2011, continuing to be carried out after their support period ended as exemplified by career education materials posted and available online for all students;
- Providing learning support assistants for physically disabled students in collaboration with Miyazaki Prefecture and the municipal governments of the areas of residence of those students’ parents and sharing costs incurred with prefectural and municipal governments;
- Reforming the tuition waiver program with a view to providing financial support for the largest number of students possible; and
- The hierarchical system for internal quality assurance which functions properly resulting in verifiable improvements, as well as the organization of thematized sessions for institutional faculty development focusing on degree granting standards, principles for curriculum, admissions policy, GPA, active learning, *etc.* which have allowed the academic staff to further their in-depth understanding on these topics and take initiatives in starting characteristic projects at the faculty level.

Areas for improvement identified by the review committee include:

- An excessive admission rate above the capacity in some graduate programs.

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