

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

Meiji University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, 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 Meiji University

Overview

Meiji University (hereafter, the University) has its roots in Meiji Law School, which was founded in 1881. It became a “university” in the old higher education system, and then became a “university” in the postwar higher education system with six undergraduate academic units in 1949. Since then, it reorganized and developed its academic and administrative units to meet societal changes. Currently, it is a prominent university in Japan with a number of academic units. It has ten undergraduate academic units: the School of Law, the School of Commerce, the School of Political Science and Economics, the School of Arts and Letters, the School of Science and Technology, the School of Agriculture, the School of Business Administration, the School of Information and Communication, the School of Global Japanese Studies, and the School of Interdisciplinary Mathematical Sciences. It has twelve graduate schools: the Graduate School of Law, the Graduate School of Commerce, the Graduate School of Political Science and Economics, the Graduate School of Business Administration, the Graduate School of Arts and Letters, the Graduate School of Science and Technology, the Graduate School of Agriculture, the Graduate School of Information and Communication, the Graduate School of Humanities, the Graduate School of Advanced Mathematical Sciences, the Graduate School of Global Japanese Studies, and the Graduate School of Global Governance. It also has a law school program, i.e., Juris Doctor Course, and other professional graduate schools, including the Graduate School of Governance Studies, the Graduate School of Global Business, and the Graduate School of Professional Accountancy. Its central administration is on the Surugadai campus, located in Chiyoda Ward, Tokyo, and it has other three campuses, the Izumi, Nakano campuses, both of which are located in Tokyo, and the Ikuta campus, located in Kawasaki City, Kanagawa Prefecture.

Prior to this accreditation review, the Juris Doctor Program in the Juris Doctor Course and the Global Business Program in the Graduate School of Global Business had already undergone professional graduate school accreditation review by Japan University Accreditation Association (JUAA) in 2013, and so had the Graduate School of Governance Studies in 2011, all of which were accredited. Thus, JUAA reviewed the Schools this time by examining the improvements made after that time from the standpoint of University Accreditation (institutional certified evaluation and accreditation). In addition, the professional graduate school accreditation review of the Professional Accountancy Program in the Graduate School of Professional Accountancy is conducted by JUAA in 2014. Therefore, the present report on the University does not include a review and report on the educational content, methods, and outcomes (if these meet the Standard Four) of that program. Those who wish to obtain this information should see JUAA’s report on the program in terms of professional graduate school accreditation and its results.

After its previous accreditation review by JUAA in 2007, the University has made efforts to develop its internal quality assurance system in order to realize its mission to be “a university dedicated to Strengthening Individual people.” To enhance the effectiveness of self-study efforts, the University has built a university-wide system of decision-making. Through this system, the University issues “On the Formulation and Promotion of a Yearly Plan for Education and Research” (called the “President’s Directive”) every year, and, based on this directive, each undergraduate and graduate unit formulates its own activity directives. The policies formulated through this system have brought the University great success and remarkable results, including internationalization, educational activities based on practice, the enrichment of cutting-edge facilities for research and education, and a wide range of activities in community

engagement and international contribution. It is notable that the University has made efforts to build a system of internal quality assurance that has become a model for other universities by organizing its academic and administrative units with clear, university-wide purposes and directives, even though it faces the challenges inherent in being a large university with multiple campuses. JUAA highly expects that the University will meet these challenges with self-study and reforms and will continue to develop and grow by using the internal quality assurance system it has built.

Notable Strengths

Education and Research Organization

- It is commendable that the University has developed an excellent organizational system for a multi-campus university, one that is regarded as a model of research and education system for other multi-campus universities. To organize the entire four-campus university under its common mission and purposes, the University has created three organizations: the Organization for the Strategic Coordination of Research and Intellectual Properties, the Organization for International Collaboration, and the Organization for Community Relations and Support. In regard to the Organization for International Collaboration, the University was designated one of the universities of the Project for Establishing University Network for Internationalization: Global 30 (a project funded by the Japanese Ministry of Education, Culture, Sports, Science and Technology) in 2009. It has developed international exchange programs in research, academics, and education with great success. The success includes: a large increase in the number of international students the University hosted and Meiji students sent to overseas institutions; the development of support systems on all four campuses for international students for their study and personal-life issues concerning the academic affairs at the University, student-life on and off the campuses, and career development; and the enhancement of international students' communication and interactions through the international lounge. These initiatives offer an excellent model as a research and education system for other multi-campus universities.

Educational Content, Methods, and Outcome

- It is commendable that the University has offered students diverse, multi-level programs in international education. Under the leadership of the University's president, the entire University has made efforts to embrace internationalization and adapt the identity as a "university to open up the future and communicate with the world." In particular, it has established many programs, including the International Education Program (which is a common subject across undergraduate programs), the Human Resource Development Program for International Cooperation, the Program for Japan ASEAN Mutual Understanding, and the Program for Promotion of Global Human Resource Development.
- It is commendable that the University has had each undergraduate or graduate unit develop various means to utilize its unique characteristics, aiming at small-class instruction. This effort is based on the mission of the University: to be "a university dedicated to Strengthening Individual people," which is conceptualized as "implementing small-class instruction throughout the entire university as concretely as possible based on the student-teacher ratio (SR)." Various means by each unit includes: a system of "Double Core" in the School of Commerce; an Advanced Communicative English (ACE) program in the School of Political Science and Economics; a program of agriculture practicum experiences that utilizes a cutting-

edge facility for indoor cultivation of plants and another practicum program that values the circulatory eco-system and uses an agriculture farm, both of which are offered in the School of Agriculture; and a program in the Graduate School of Science and Technology implementing called Ikuta Salon that serves as a site of information exchange to enrich students' coursework. In addition, the Academic Affairs Committee has played a central role in informing the entire university about unique educational activities conducted by respective undergraduate and graduate units on all four campuses and developing a system to spread the information and develop further activities.

Educational and Research Environment

- It is commendable that the University has developed a system that functions extremely well for taking full advantage of the university's resources. In particular, following the directives concerning the development of the educational environment that are defined in the document "Meiji University Grand Design 2020," various plans have been carried out. These plans include: the development of an educational facility that uses the ubiquitous computing technology on the Nakano campus; the development of a learning commons as a facility of active learning on each campus; the opening of Kurokawa Farm; the establishment and development of Meiji University Tokyo International Manga Museum (which is a temporary name); and the development and management of the other museums as facilities of high-quality education and research. These plans have steadily been carried out.

Social Cooperation and Contribution

- It is commendable that the University, based on its founding spirit, has set the "policies for social cooperation" as the directives for cooperation and collaboration with society, and has created the "Organization for Community Relations and Support." With university-wide directives, it has systematically developed multi-faceted activities for social cooperation and contribution. These activities include: the promotion of life-long education through numerous open lecture series held at Liberty Academy; the implementation of well-maintained public exhibitions and lectures at the museum; efforts to revitalize local communities through collaborative projects with local governments such as those of Tendo City, Sabae City, and Tottori City (which are the birth places of three founders of the University); and supporting the restoration projects and activities for the regions affected by the Great East Japan Earthquake in 2011 through the Meiji University Support Center for Earthquake Reconstruction. In addition, the University has concluded An Agreement with respect to the Nominated Admission Program for Refugees, an agreement with the United Nations High Commissioner for Refugees (UNHCR) Representation in Japan to admit students with UNHCR recommendations as full-time regular students.

Internal Quality Assurance

- It is commendable that the University has built a substantive system of internal quality assurance. In particular, following its educational mission, the University has issued a planning document, "Meiji University Grand Design 2020," in which it projects its desired image in the year 2020. To realize this projected image, the University has built a system through which it can quickly formulate the University's action directives. In particular, the system of self-study operates with the Committee for University Self-Study leading the systematic process of self-

study efforts. With this system, the Grand Design has taken concrete shape in the “President’s Directive,” which is a university-wide action directive, followed by a “yearly plan for education and research,” written by each undergraduate and graduate school. Following the plan, the activities conducted are self-studied and evaluated every year. This system also operates in concert with the budget allocation for the following year, which has been proven to be highly effective and has produced numerous positive results. In addition, the University has incorporated an overseas’ external review (by the Internationalization Strategies Advisory Service, ISAS) into their self-study efforts, implementing a self-study of educational activities from international perspectives.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the doctoral program in the Graduate School of Science and Technology, the curriculum does not combine coursework and researchwork appropriately. Considering the purpose of the course-based doctoral program, the graduate school should offer appropriate educational content.
- In the doctoral program in the Graduate School of Agriculture, the requirement for program completion is met by research guidance in the special seminar, which cannot be regarded as an appropriate combination of coursework and researchwork. Considering the purpose of the course-based doctoral program, the graduate school should offer appropriate educational content.
- In the School of Business Administration, the maximum number of credits students can register for per year has been set high at sixty for transferred students who cannot transfer many credits. This situation should be improved in accordance with the purpose of having a credit system.
- In the master’s program in the Graduate School of Law, the criteria for examining degree-seeking theses in the Legal Researcher Training Course and those for a special topic research paper assigned in the Advanced Professional Training Course are the same except for the word count. A different set of criteria for the latter should be defined.

Enrollment

- In 2014, the ratio of enrolled students to the student enrollment cap is high at 1.21 in the Department of Mathematics in the School of Science and Technology. This situation should be improved.