

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

Meijo University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Aichi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

## Certified Evaluation and Accreditation Results for Meijo University

### Overview

Meijo University (hereafter, the University), whose predecessor was Nagoya Science and Technology Course (founded in 1926), was established in 1949. Since then, the University has developed its education and research based on its founding spirit of “fostering capable persons who enjoy the full trust of the state and of society, with an emphasis on moderation, fairness, reliability, and the ability to get things done.” Currently, the University has three campuses: two in Nagoya City, Aichi Prefecture, another in Kani City, Gifu Prefecture, and a new campus is set to be established in Nagoya City in 2016. In 2004, the University announced “The Basic Strategy of Meijo Educational Foundation,” titled “Meijo Strategy-2015” (hereafter “MS-15”). The University also formulated its mid-term and long-term plan to be achieved by 2015, called “The MS-15 Strategy Plan (for University),” (hereafter “MS-15 (for University)”), which the University has implemented in order to build a unique management system.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has embarked on building a system for improvements, led by the University Evaluation Committee (which is chaired by the university president) and has stipulated its “Policies for Internal Quality Assurance in Meijo University.” Moreover, the University has built a system to implement efforts in two kinds of PDCA (Plan-Do-Check-Act) cycles, based on “MS-15 (for University)” as well as on self-study activities driven by the University Standards set by JUAA, and has worked for improvements and reforms on issues suggested by JUAA.

It is commendable that the University has contributed to the development of a variety of activities for improvements in education through its Education Quality Assurance Project, and has comprehensively supported students in order to address a wide range of students’ needs. However, the University still has several issues to address regarding student admissions in several faculties and graduate schools and educational content in the doctoral program. “The Basic Strategy of Meijo Educational Foundation,” named “Meijo Strategy-2026” (hereafter “MS-26”) and “The MS-26 Strategy Plan (for University)” (hereafter “MS-26 (for University)”) have been stipulated targeting the year 2026, the 100th anniversary of the University’s founding. JUAA hopes that the University will develop further as a comprehensive institution where humanities and science courses are merged through an organic connection between implementation of the plans and self-study and evaluation activities based on the university standards.

After its professional graduate school accreditation by JUAA in 2013, the Law School received a supplementary review from JUAA this academic year. Current evaluation for the Law School has been conducted from the perspective of university accreditation (institutional accreditation), based on the supplementary review report.

### Notable Strengths

#### *Educational Content, Methods, and Outcome*

- It is commendable that the University has built a functional system to improve educational content and methods. For example, in accordance with “the enhancement of education,” one of the strategic pillars of MS-15 (for University), the Education Quality Assurance Project has led to unique efforts. This project, which is a system to support new educational improvements in each faculty, has led to practicing institutional research (IR) and introducing active learning and

e-learning and has contributed to university-wide improvements in the quality of education. Also, the University Education Development Center has set clear examination standards as well as built a system to conduct concrete reviews.

### *Student Support*

- It is commendable that the University has systematically and continuously offered student support from diverse perspectives in order to respond to a variety of needs according to each student's progress, and has achieved consistent results. For example, the University has implemented a wide variety of initiatives in accordance with "the enhancement of the student support system," one of the strategic pillars of MS-15 (for University). As for learning support, the University has systematically conducted not only "Learning Support Program before Enrollment" and "Meijo Supplement Education" (which is remedial education after admission), but also continuous individual instruction by faculty members in charge of seminars through the initiative of each faculty. In addition, the University has conducted ample career-support programs beginning in the freshman year, such as consistent instructions about job-hunting from assigned job counselors, and offering of lectures that grant students various kinds of qualifications, leading to consistently high rates of employment for graduates.

### **Suggestions for Improvement**

#### *Educational Content, Methods, and Outcome*

- The master's and the doctoral program in the Graduate School of Science and Technology do not have separate policies on degree award or curriculum design policies. This should be improved.
- The curricula of the doctoral programs in the Graduate School of Law, the Graduate School of Business, the Graduate School of Science and Technology, the Graduate School of Agriculture, the Graduate School of Urban Science, and the Graduate School of Environmental and Human Sciences are not considered to be a proper combination of research work and course work. Considering the purpose of a course-based degree granting system, school, these doctoral programs should offer appropriate educational content.
- The yearly maximum number of credits a student can register for is high at 50 for fourth-year students in the Faculty of Business Management and the Faculty of Economics, and no limit is set for students who could not graduate in four years in the Faculty of Law. These practices should be improved in accordance with the purpose of having a credit system.
- In the Graduate School of Business, the Graduate School of Science and Technology, the Graduate School of Agriculture, the Graduate School of Urban Science, and the Graduate School of Environmental and Human Sciences, criteria for examining theses and dissertations have not been clearly stated. Each program should indicate the criteria in the graduate student handbook.

#### *Enrollment*

- The Graduate School of Science and Technology and the Graduate School of Urban Science do not have separate admission policies for the master's and doctoral programs. This should be improved.

- The ratio of enrolled students to the student enrollment cap is high at 1.21 in the Department of Mechanical Engineering in the Faculty of Science and Technology and 2.08 in the doctoral program in the Graduate School of Pharmacy, but low at 0.30 in the master's program in the Graduate School of Economics, 0.44 in the master's program in the Graduate School of Human Studies, 0.44 in the master's program in the Graduate School of Environment and Human Sciences, 0.25 in the doctoral program in the Graduate School of Law, and 0.30 in the doctoral program in the Graduate School of Science and Technology. These numbers should be improved.

*Education and Research Environment*

- The libraries on the Yagoto and Kani campuses do not employ any full-time staff members with specialized knowledge. This should be improved.