

**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: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

## **Certified Evaluation and Accreditation Results for Meijo University**

### **Overview**

Meijo University positions the founding spirit of “fostering persons richly endowed with moderation and fairness coupled with the ability to get things done, and who merit the trust of the nation and society” as its basic principle. Based on this principle, the University defines its purpose as “conducting in-depth specialized education and research as an academic center adhering to the provisions of the Basic Act on Education and the School Education Act; providing comprehensive education to cultivate talented individuals with creative intelligence and well-rounded character traits; and contributing to academic and cultural development.” The University has formulated Meijo Strategy-2026 (hereafter, the “MS-26 Strategic Plan”) as a medium- to long-term strategic plan to achieve its founding spirit and purpose, and sets forth the vision of creating and promoting the “Learning Community.” It is highly commendable that the University is implementing the Learning Community Creation Support Project, Enjoy Learning Project, and Meijo Challengers Support Program in line with this vision to effectively support students’ self-directed activities not only through regular classes but also in view of their extracurricular activities.

Regarding internal quality assurance, the University manages teaching and learning with self-studies integrated with the PDCA (Plan-Do-Check-Act) cycle to assess the implementation status and progress management of the MS-26 Strategic Plan. As for the internal quality assurance system, the University Evaluation Committee headed by the president plays a central role as a body responsible for university-wide internal quality assurance. The University Evaluation Expert Committee was established to conduct self-studies of items mainly related to teaching and learning, with the University Evaluation Expert Committee Working Group formed under the committee swiftly carrying out the tasks required. The self-studies of each division’s Faculty Evaluation Committee use institutional research (IR) data and other information provided by these committees for empirical inspections and assessments. It is particularly notable that the University has established the Quality Assurance External Evaluation Committee tasked with third-party evaluations to effectively utilize outside perspectives, and includes external experts in the committees charged with internal quality assurance to ensure the objectivity and validity of their inspections and assessments.

As for the University's education, all faculties and graduate schools have appropriately designed their curricula based on the diploma and curriculum policies. The student learning outcomes stated in the diploma policy are evaluated based on the assessment policy, with surveys conducted during enrollment and at times of and after graduation and course completion, in addition to employer surveys. In the years ahead, the University is expected to objectively evaluate learning outcomes based on multiple external surveys, and to further visualize each student's learning outcomes based on the Learning Portfolio introduced in 2021. Moreover, the curricula of the faculties and graduate schools are inspected and assessed using IR data from a dashboard that visualizes the indirect and direct evaluation results of the learning outcomes stated in the diploma policy. It is highly commendable that the University is efficiently improving its curricula.

The University is also recognized for undertaking several other outstanding initiatives. Specifically, the University has established and maintained facilities promoting world-leading cutting-edge research, including the Optical Device Research Center and the Nanomaterial Research Center, with the research outcomes returned to society and utilized for education. It is highly commendable that the University has set up distinctive educational and research organizations to create a research brand while enhancing its education. Center for Community Relations operates the Social Cooperation Zone "shake", M-Studio, and other facilities as platforms connecting the University with society through such activities as matching business needs with faculty and students and actively disseminating information, with further developments expected in the future. Moreover, the University organized Meijo University Virtual Research Fair 2020 as an online event showcasing its research resources, and it is noteworthy that the University was able to initiate a new form of research support ahead of other universities during the coronavirus pandemic.

There are several issues the University needs to address, however. Some graduate school courses have low ratios of student enrollment to the student enrollment cap. This issue is being addressed, but little progress has been made so far. Further efforts are required to thoroughly manage the student quotas of the courses. In addition, inadequacies have been found in the content of some graduate schools' curriculum policies. This issue should be addressed as well.

In the coming years, the University is expected to resolve these issues through internal quality assurance efforts and to progress further by enhancing its numerous distinctive initiatives.

## **Notable Strengths**

### *Mission and Purpose*

- As a basic medium- to long-term strategy, the University's unique MS-26 Strategic Plan pursues the creation and promotion of the Learning Community with all faculty and staff members working together to provide opportunities for a variety of experiences. Based on this strategy, the University has launched the Learning Community Creation Support Project, which calls for, adopts, and budgets on-campus initiatives related to the introduction of problem-based learning; the Enjoy Learning Project that supports students' self-directed extracurricular learning activities; and the Meijo Challengers Support Program aimed at cultivating leadership through training camps, overseas training, and special lectures. These efforts to realize the medium- to long-term plan are commendable.

### *Internal Quality Assurance*

- The University has established the Quality Assurance External Evaluation Committee tasked with third-party evaluations, and includes outside members in the committees and working groups charged with planning and gathering data on self-studies and educational improvements to assure internal quality reflecting the views of external experts. Under this system, the University is working to establish university-wide grading criteria and improve third-party syllabus assessment methods. It is commendable that the University has adopted outside perspectives to improve the system's objectivity and validity, thereby enhancing the effectiveness of its internal quality assurance.

### *Educational and Research Structure*

- The University approved the continued operation of the Optical Device Research Center and Nanomaterial Research Center after their grant programs ended. Both centers are returning their advanced research outcomes to society. At the Optical Device Research Center, students of different year levels form teams to actively conduct research using advanced experimental equipment, and the Clinical

OMICs and Translational Research Center promotes cross-disciplinary research activities. It is commendable that the University has launched and maintained distinctive educational and research facilities promoting research in the specialized areas of its strengths in an effort to build university branding and enhance its education and research.

#### *Educational Program and Learning Outcomes*

- The University Evaluation Expert Committee visualizes the achievement of the student learning outcomes stated in the diploma policy using radar charts and other images, with the data consolidated for each faculty and graduate school into the curriculum self-study dashboard. The faculties and graduate schools utilize this dashboard to conduct self-studies based on the data, and the tool will contribute to revising the Faculty of Urban Science's curricula in AY2023. It is commendable that the data dashboard is used to visualize student learning outcomes and improve the University's education.

#### *Education and Research Environment*

- The University held Meijo University Virtual Research Fair 2020, an online event showcasing its research resources, in AY2020 ahead of other universities, and successfully matched its faculty members with businesses and other organizations to produce positive outcomes, including the launch of commissioned and joint research and acquiring scholarships and other funds. It is commendable that the University was able to initiate new online-based research promotion and support measures during the coronavirus pandemic, thereby contributing to realizing the mission of the MS-26 Strategic Plan and strengthening its university branding.

#### *Social Cooperation and Contribution*

- To realize the MS-26 Strategic Plan, the University introduced the first open space "shake" in Nagoya and surrounding regions as a site for university-industry-municipality exchanges. The space promotes numerous collaboration projects with governments and businesses, and students are involved in planning and management outside the school and participate as lecturers. The University

has also established M-Studio equipped with 3D printers and other state-of-the-art equipment to promote entrepreneurship education by offering opportunities for students to interact with people outside their disciplines and broaden their self-directed learning. It is commendable that the University is promoting integrated social contribution and educational activities by providing an environment to overcome challenges through creative approaches.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The Division of Architecture (Master's Course), Graduate School of Science and Technology, has not specified the basic concept of curriculum design in its curriculum policy. This issue should be addressed.

### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.33 in the Master's Course of the Graduate School of Law, 0.30 in the Master's Course of the Graduate School of Business, 0.00 in the Master's Course of the Graduate School of Economics, 0.38 in the Master's Course of the Graduate School of Urban Science, 0.13 in the Master's Course of the Graduate School of Human Studies, 0.00 in the Master's Course of the Graduate School of Environmental and Human Sciences, 0.25 in the Doctoral Course of the Graduate School of Law, 0.22 in the Doctoral Course of the Graduate School of Business, 0.30 in the Doctoral Course of the Graduate School of Science and Technology, 0.20 in the Doctoral Course of the Graduate School of Agriculture, and 0.25 in the Doctoral Course of the Graduate School of Environmental and Human Sciences. These ratios should be improved with the graduate schools' student quotas thoroughly managed.