

**Results for Certified Evaluation and Accreditation
for Professional Graduate Public Policy School**

**Meiji University Professional Graduate School
Graduate School of Governance Studies
Governance Studies Program**



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022– March.31.2027)	

**Certified Evaluation and Accreditation Results
for Meiji University Professional Graduate School
Graduate School of Governance Studies, Governance Studies Program**

The Meiji University Professional Graduate School, Graduate School of Governance Studies, Governance Studies Program has as its unique purpose “through research and education in public policy studies to train professionals with advanced expertise and policy formulation ability, social coordination and problem-solving skills, and a global perspective.” The Program has the following human resources development goal: “To help elected officials such as local government heads and assembly members involved in local politics and administration, public servants, citizens who constitute civil society, businesspersons, employees of NPOs and NGOs, professionals contributing to society in a variety of specialized fields, individuals aspiring for a career in the field of public policy, and those who just finished undergraduate programs and aspire to become public servants acquire advanced expertise and policy formulation ability, social coordination and problem-solving skills, and a global perspective.” The Program has faculty members with extensive practical experience that conduct education and research to meet the needs of students aspiring for a variety of careers in the field of public policy. In order to recruit students who match the human resources development goal above, the Program distributes a Graduate School Guidebook to various groups and departments involved in human resources development in the field of public policy, such as assembly secretariats and HR managers working at local governments in Tokyo and its vicinity, actively disseminating the program’s educational features to those involved in public policy and promoting recognition of the professional graduate public policy school. This is a distinctive endeavor.

The Program has the Japanese-track Course primarily intended for Japanese students in which classes are held in Japanese and the English-track Course primarily intended for international students in which classes are held in English, through which it works to train diverse, globally-competitive individuals. In accordance with its human resources development goal, the Japanese-track Course accepts students such as elected officials, public servants, nonprofit organization staff, and others who are involved in public policy, offering a curriculum that can meet the goals and needs of individual students. The English-track Course primarily accepts individuals with practical experience in administration and similar tasks in Asian countries. The course has assistant lecturers who assist students in searching for books and articles necessary

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for research paper preparation and provide advice on course registration- and learning-related issues. In addition, the course holds a training camp attended by all English-track Course students, in which participants can receive assistance and advice regarding life in Japan and course registration and which contributes to networking among international students. This is a commendable endeavor. Furthermore, the Program has hired numerous experienced practitioner faculty members and has academic faculty members with practical experience too, thereby developing a faculty capable of appropriately conducting education that bridges theory and practice in the field of public policy. This is a distinctive feature.

Thus, the Program is making efforts to train individuals who can play an active role in various areas of public policy. However, the following issues were identified.

The Program radically revised its curriculum in 2018, categorizing subjects into basic subjects (Fields A and B) and applied subjects (Fields C and D) to form a step-by-step curriculum, as well as establishing the Japanese Course and English Course. However, as the Japanese-track Course and English-track Course are intended for different types of students, the Program has made many revisions to the curriculum to meet student needs, which has resulted in discrepancies between the subject arrangements of the two courses. Therefore, the Program should review the course structures in accordance with actual circumstances. The curriculum of the Japanese-track Course has an unbalanced structure: the basic subject fields include many administration- and policy-related subjects and finance-related subjects, while political science subjects (especially philosophy-related subjects) and empirical and mathematical subjects are lacking. Therefore, the Program should create a curriculum that is more appropriate for the field of public policy. Moreover, the Japanese Course allows students to register for up to 36 credits in a year. As the completion requirements state that students must earn 40 or more credits and pass the research paper examination, students are theoretically able to complete the course by taking only Research Design Seminar and Research Paper Preparation Seminar in their second year. The Program should revise the system to encourage students to create a well-balanced schedule each year. In terms of assessment of academic achievement, the rules state that an S grade should be given to around 20% of the participants in subjects with 10 or more students. However, there are subjects where more than 20% of the participants are given an S grade, all participants are given an S grade, or most participants are given an A grade. Therefore, the Program should examine the validity of the criteria and methods of assessment of academic achievement and ensure compliance with the rules it has set.

Although the Program has formed the Collaboration Council for Educational

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Program to gather opinions from outside parties for curriculum improvement, the council does not include members from the field of international cooperation. Given that the Program offers the English-track Course, the council's structure should be changed so that opinions regarding public policy, governance, and international student education in Asia can be gained from a practical public policy standpoint.

As for faculty, the Program hires teaching staff with extensive practical experience and research achievements as non-tenured specially appointed professors. The tenures of these specially appointed professors are scheduled to expire in 2023 and later. Therefore, the Program is expected to formulate and implement a medium- to long-term faculty plan to ensure that an appropriate faculty is maintained with consideration given to diversity, age composition, and gender balance. The Program has developed a plan to reduce the number of classes taught by full-time teaching staff in an effort to reduce their teaching hours. However, as each full-time teaching staff member is still responsible for a large number of classes, the Program should continue engaging with the issue of teaching load and making fundamental improvements to ensure that faculty members have enough time for research and class preparation. Regarding information disclosure, career-related information, student body size, and other data is provided on the university's website. Therefore, the graduate school should also disclose such information on its website in order to always keep the Program's stakeholders updated.

Of the issues described above, those concerning rigorous assessment of academic achievement, ensuring faculty diversity, and information disclosure were raised in the Certified Evaluation and Accreditation for Professional Graduate Public Policy School conducted by our association in 2016. Therefore, the Program needs to formulate a plan through self-study and make organizational efforts to improve the situation. The JUAA hopes the Program works on improving its activities aimed at training public policy human resources as stated in the Program's goal on the basis of consistent checks and reviews and outside opinions, as well as sharing the achievements of such activities with the public, thereby demonstrating the meaningfulness of educating highly skilled professionals in the field of public policy.