

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: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Meiji University

Overview

In line with its founding philosophy of “Rights and Liberty, Independence, and Self-Government,” Meiji University has as its philosophy “Individual Empowerment” and its mission to “realize a free, peaceful, and prosperous society through the development of knowledge and human resources.” The University has formulated the Meiji University Grand Design 2020 (hereinafter “Grand Design 2020”), the Meiji University Grand Design 2030 (hereinafter “Grand Design 2030”), and the Meiji University Long-term Vision that confirm its founding spirit, philosophy, and mission, define the goals to be achieved in the next decade, and present the priority measures to realize those goals, using these as guiding principles for the formulation of the Meiji University Medium-term Plan, etc. In order to realize these visions, the University formulates long- and medium-term plans, annual plans, and other implementation plans on the basis of the Formulation and Promotion of the Annual Education and Research Plan (President’s Policy) (hereinafter “President’s Policy”) that is formulated each year. Therefore, the University is making efforts to improve its educational and research activities.

As for internal quality assurance, the University adopts the following three-tier structure in the quality assurance process that is overseen by the All-University Self-Study and Review Committee (hereinafter “All-University Committee”): the University Level based on the President’s Principle, the Middle Level based on the three policies for the education programs of individual schools, and the Micro Level based on the lesson plans (syllabuses) of individual teachers. In addition, the University conducts peer reviews in the check and review process of education programs in the Middle Level to make the initiatives more effective, and has a structure for the IR Steering Committee to provide data to the All-University Committee and other organizations to enable checks and reviews to be conducted on the basis of figures, graphs, and other kinds of objective data and improvements to be made accordingly. Furthermore, the University has developed a multi-tiered internal quality assurance system that includes, for example, external evaluations by the Self-Study and Review Committee (hereinafter “Review Committee”) and adopted various other structures to improve and enhance educational activities, which is commendable.

Regarding education, all faculties and graduate schools have organized their curricula appropriately in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). In addition, the University enables students to take subjects in a systematic and organized manner by curriculum maps that are created in all schools and departments as well as a numbering system that covers all subjects. In both undergraduate and graduate divisions, learning outcomes are measured in the University Learning Questionnaire (hereinafter “Learning Questionnaire”) or in accordance with other education program-specific measuring methods. In particular, the Department of Mechanical Engineering of the School of Science and Technology has a system in place where students check their own level of learning outcome achievement, which is considered an effective way to enable students to steadily achieve learning outcomes. Other excellent initiatives include the M-Navi Program for students to actively acquire competencies for working persons, the UNHCR Refugee Higher Education Program (RHEP) for accepting refugee students, and a variety of other activities through which the University is working to achieve its mission and purpose. The JUAA hopes the University accelerates these initiatives going forward. The staff play an important role in supporting these activities, and the University conducts staff training in a systematic fashion, introducing the Recruit Supporter Program and identifying staff needs concerning career development. Furthermore, it is commendable that the University has put in place a system to enable staff members to attend undergraduate and graduate lectures and obtain qualifications.

However, there are several issues that should be improved. Some graduate schools do not present the basic ideas on curriculum organization in the curriculum design and implementation policy. In addition, the details of the schedules as part of the research supervision plan are insufficient in several graduate schools. This should be improved. In the Graduate School of Professional Accountancy, the correlation between the learning outcome measurement methods and the learning outcomes indicated in the degree award policy is unclear. Also, the ratio of student enrollment to the student enrollment cap is low in some undergraduate and graduate divisions. This should be improved to ensure proper student quota management.

Going forward, the JUAA hopes the University solves these issues by investing efforts in internal quality assurance, and accelerates its numerous distinctive initiatives for further development of its program.

Notable Strengths

Internal Quality Assurance

- The University adopts the following three-tier structure in the quality assurance process that is overseen by the All-University Committee: the University Level based on the President's Principle, the Middle Level based on the three policies for the education programs of individual schools, and the Micro Level based on the lesson plans (syllabuses) of individual teachers. In addition, the All-University Committee conducts interdepartmental peer reviews in the check and review process of education programs in the Middle Level to make the initiatives more effective, and the University has a structure for the IR Steering Committee to provide data to the All- University Committee and other organizations that enables the School Committee to conduct checks and reviews on the basis of figures, graphs, and other kinds of objective data, thereby making improvements such as curriculum revision. Furthermore, the University has developed a multi-tiered internal quality assurance system that includes, for example, external evaluations by the Review Committee and adopted various other structures to improve and enhance educational activities, which is commendable.

Educational Program and Learning Outcomes

- The Department of Mechanical Engineering of the School of Science and Technology has created a flowchart explaining the order to take important subjects to achieve the learning and educational objectives, indicating the correlation between each of the nine learning outcomes indicated in the degree award policy and the subjects to make the acquisition period for each of them clear. Students develop a course registration plan according to the flowchart and engage in their studies accordingly, as well as inputting their grades in the Learning and Educational Goal Achievement Check Sheet on the basis of the Achievement Level Report Card issued by their homeroom teacher each semester that shows the level of achievement of individual students. This sheet allows students to check their own level of achievement of learning outcomes, thereby providing a way to identify areas of improvement for future learning. As for students who are unable to achieve a specific item, the department gives them an essay assignment on the item in question. This is expected to ensure that the students achieve the learning outcomes indicated in the degree award policy by graduation, which is commendable.

Student Support

- In response to COVID-19, the University designed an inquiry forum and launched it on its website in April 2020. The responsible division analyzes and responds to the inquiries. The University has used this to make prompt improvements on a university-wide level, such as systematically improving online classes in June 2021 on the basis of the analysis results. Furthermore, this initiative has led to new initiatives such as the introduction of chatbots across a number of faculty websites. It is commendable that the University has created a system that allows organizational information gathering and improvement measures to be implemented in response to issues requiring immediate action, and that new initiatives have been developed upon these activities.
- The M-Navi Program, in which students serve as navigators to acquire competencies for working persons, offers a range of opportunities to acquire broad-based knowledge through actual practice and gain social experience. With the support of the student support office, the M-Navi Committee consisting primarily of student members plays a major role in planning, preparing, managing, and organizing specific programs, revising program contents, and considering new programs, among other tasks. Therefore, students run the PDCA cycle themselves. It is commendable that the University has a functioning system that allows not only students participating in the program but also students managing the program to independently engage in activities that help them improve competencies for working persons.

Social Cooperation and Contribution

- The Liberty Academy, a lifelong learning hub established for the purpose of using the University's intellectual property to benefit society, offers a variety of courses on general knowledge, business, qualifications, language, and other topics, which are attended by many people. For instance, the short-term intensive business program for supporting women who want to return to work and improve their career offers participants the opportunity to learn basic and practical business skills, and also provides career support in career consultation events by companies. The University is greatly contributing to the promotion of lifelong learning in society by offering a wide range of learning opportunities and holding courses tailored to current needs, which is commendable.
- The Meiji University Museum has a broad collection of ancient artifacts,

historical documents, and other items, which are displayed in a permanent exhibition. In addition, the museum holds special exhibitions such as those featuring items from the British Museum and items related to the Great East Japan Earthquake. The museum has made efforts to disseminate and publish knowledge for a wider audience. For example, in 2020, the museum launched the Mn Online Museum service that allows people to participate in a virtual tour of the permanent exhibition, as well as offering a guidebook in various languages. The museum has many visitors and a high rate of satisfaction. Thus, it is commendable that the University is leveraging its education and research achievements to benefit society through a variety of exhibitions and tools, as well as providing opportunities for lifelong learning.

- The University engages in collaborative international contribution activities with a range of organizations, including the UNHCR Refugee Higher Education Program (RHEP) that is conducted as part of the UN Academic Impact (UNAI) initiative. For instance, every year the University accepts refugee students as regular undergraduate students; the support program was expanded in 2021, allowing students who meet certain conditions to enroll in graduate schools. Japanese students have developed a deeper awareness and interest through acting as volunteers to offer dishes from the regions where the refugees come from in the school cafeteria, organizing film festivals featuring films about refugee issues, etc. It is commendable that awareness and interest for refugee issues, exchange with international organizations, and international contribution activities has spread among the faculty and staff members of schools and divisions that have accepted refugee students, and that international contribution activities are conducted as part of a university-wide initiative to achieve the SDGs.

University Management and Finance

- The University has established the Support System for Recruitment in an effort to recruit staff aspiring to become professionals. After recruitment, the University provides a range of training programs in accordance with a training plan that reflects the needs of full-time staff members. In addition, the University has created a list of administrative duties describing the experience, qualifications, and knowledge necessary to perform the administrative duties in the respective divisions, which is distributed to all full-time staff members.

Furthermore, to help staff attain the career of their choice, the University allows them to attend undergraduate and graduate school lectures and obtain qualifications, thereby helping them acquire the necessary knowledge. Thus, the University values the career development of its full-time staff and provides consistent human resources development programs from the recruitment stage. These are commendable initiatives as they contribute to the founding philosophy of “Individual Empowerment.”

Suggestions for Improvement

Educational Program and Learning Outcomes

- The Graduate School of Science and Technology Doctoral Program does not appropriately present the basic ideas on curriculum organization in the curriculum design and implementation policy. This should be improved.
- The schedules for research supervision are insufficient as part of the research supervision plan in the Graduate School of Law Master's Program, Graduate School of Business Administration Master's Program, Graduate School of Arts and Letters Master's Program, and Graduate School of Advanced Mathematical Sciences Master's Program. This should be improved.
- In the Graduate School of Professional Accountancy, the learning outcomes indicated in the degree award policy are identified by tracking the careers of students who have passed qualification examinations such as the Certified Public Accountant Examination and students who have completed the graduate school program, as well as by providing rewards to those who have passed qualification examinations. However, the correlation between these learning outcome measurement methods and the learning outcomes is unclear. This should be improved.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap in the Department of Accounting of the School of Business Administration is low at 0.89. This should be improved to ensure proper undergraduate student quota management.
- The ratios of student enrollment to the student enrollment cap are low at 0.34 for the Graduate School of Law Master's Program and 0.26 for the Graduate School

of Advanced Mathematical Sciences Doctoral Program. This should be improved to ensure proper graduate student quota management.