

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

Meiji Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

Certified Evaluation and Accreditation Results for Meiji Gakuin University

Overview

Meiji Gakuin University, founded on the spirit of “Christian-based moral education and academic freedom,” defines its educational philosophy as “Do for Others.” To put this philosophy into practice, the University sets forth the educational objectives of fostering individuals with five skills and abilities: the ability to understand others, analytical and conceptual skills, communication skills, career design skills, and the ability to serve as a leader in a harmonious society. To realize these principles and objectives, the medium-term plan formulated by the university corporation lays out the University’s specific policies of promoting teaching and learning reforms and educational improvements. The University has also drawn up Vision for Internationalization 2021 to develop a system for promoting diverse forms of internationalization.

To assure the quality of education, the University has established the Internal Quality Assurance Policy with the Executive Council positioned as an organization responsible for internal quality assurance. The Quality Assurance Planning Committee and the Quality Assurance Supervisory Committee formed under the council are tasked with undertaking university-wide inspections and assessments as well as examining the effectiveness and appropriateness of internal quality assurance. However, actual university-wide assessments are carried out by the Executive Council, reducing the Quality Assurance Supervisory Committee to a mere formality. In addition, the Quality Assurance Planning Committee does not fulfill its intended role as its tasks are limited to inspecting the details of the Self-Study Checklist. The University needs to review the authority and roles of the organizations involved in internal quality assurance to effectively operate the system.

Regarding the University’s education, all faculties and graduate schools have systematically designed their curricula based on the diploma and curriculum policies. Various approaches have also been taken to provide an effective education, such as using a uniform format and items for syllabus design and linking the results of quizzes and reports in the lesson support system to each student’s portfolio. Moreover, many faculties and departments have adopted an active learning approach for lessons. The Department of French Literature of the Faculty of Letters requires third-year and fourth-year students to participate in seminars with a focus on dialogue

between faculty and students. The Department of Sociology and Department of Social Work of the Faculty of Sociology and Social Work offer practical training and hands-on learning.

The University has undertaken outstanding student support initiatives in actively assisting students with disabilities and promoting student-to-student peer support. Specifically, the University provides learning and career support to students with disabilities based on reasonable accommodations by having them experience the school's pre-enrollment support services. It is also highly commendable that the University's peer support program is contributing to the cultivation of students' empathy and social skills by offering training courses for more student supporters as well as training and other sessions for faculty and staff. In terms of social contribution, the Meiji Gakuin University Educational Cooperative Volunteer Certificate Program was established to award certificates to students who complete a volunteer program in conjunction with faculty and department courses. This is a meaningful initiative that visualizes student learning at school and through social activities, and promotes students' self-directed learning. These outstanding initiatives are all designed to embody the University's educational philosophy, and it is commendable that this philosophy is taking deep root among students through various opportunities, including guidance on volunteer and social contribution activities.

There are several issues the University needs to address, however. The curriculum policies are insufficient in some faculties, departments, graduate schools, and programs. Some graduate school programs have failed to adequately establish the screening criteria for dissertations and research on specific themes, and inadequately specify the research guidance methods and schedules as research guidance plans. Many graduate school programs also fall short of fulfilling their student quotas. These issues should be addressed. Moreover, it is important to properly structure and operate the internal quality assurance system to resolve such issues, but the University faces internal quality assurance challenges as mentioned earlier. Efforts should be made to effectively operate the system by reexamining the authority and roles of the relevant meeting bodies.

In the coming years, the University is expected to enhance the sense of unity with the divisions and the executive board coordinating organically with each other while respecting the efforts of the faculties and graduate schools based on their own characteristics and expertise, and to promote university-wide initiatives for further progress.

Notable Strengths

Mission and Purpose

- To realize the University's educational philosophy of "Do for Others," the faculties, graduate schools, and other programs have established their purposes in stratified and structured ways that reflect their individuality and features according to the philosophy of the founding spirit. This educational philosophy is promoted through the Meiji Gakuin Studies subject aimed at learning about the University's founding and history based on character education in the required first-year Foundations of Christianity subject. The origin of the University's educational philosophy is also explained through volunteer activity guidance and described in the MG Diary student handbook. In addition, it is commendable that this philosophy is taking deep root among students through various opportunities, including daily worship services.

Student Support

- The Student Support Center plays a central role in supporting students with disabilities and others with special needs. The center cooperates and coordinates with the divisions to provide these students with pre-enrollment support, having them experience the individual assistance offered, including notetaking and captioning at open campus events. Individual interviews are conducted with enrolled students to provide necessary assistance and various support to meet student needs after graduation, ranging from career counseling to contacting off-campus organizations and introducing public assistance programs. The center also provides courses aimed at training and increasing the number of student supporters as well as training for faculty and staff. It is commendable that these efforts embody the educational philosophy of "Do for Others," and that the University has created an environment for student peer support, thereby contributing to the cultivation of students' empathy and social skills.

Social Cooperation and Contribution

- The Meiji Gakuin University Educational Cooperative Volunteer Certificate Program awards certificates to students who fulfill the three requirements of

performing volunteer work, taking an integrated course, and obtaining credits beyond a specified number of designated subjects. This initiative links students' social activities and learning at school, fosters their ability to understand others, plus communication and other skills, and encourages self-directed learning by visualizing the outcomes of their volunteer activities. It is commendable that the University engages in social contribution activities that embody its educational philosophy.

Suggestions for Improvement

Internal Quality Assurance

- The University stipulates the Executive Council as an organization responsible for promoting internal quality assurance, with the Quality Assurance Supervisory Committee formed under the council to conduct self-studies from a university-wide perspective. In fact, the council carries out the assessments, reducing the committee to a mere formality. In addition, the Quality Assurance Planning Committee is tasked with examining the appropriateness and effectiveness of internal quality assurance, but its responsibilities are limited to inspecting the details of the Self-Study Checklist, indicating that the meeting bodies are not fulfilling their intended roles. This issue should be addressed with the authority and roles of the relevant organizations reexamined to effectively operate the internal quality assurance system.

Educational Program and Learning Outcomes

- The basic concept of curriculum design in the curriculum policy is not specified in the Department of Global and Transcultural Studies of the Faculty of International Studies, Doctor's Course of English Literature in the Graduate School of Arts and Letters, Doctor's Course of French Literature in the Graduate School of Arts and Letters, Master's Course of Art Studies and Doctor's Course of Art Studies in the Graduate School of Arts and Letters, Division of Psychology, Master's Course of Psychology in the Graduate School of Psychology, Doctor's Course of Psychology in the Graduate School of Psychology, and Master's Course of Business and Law in the Graduate School of Business and Law. This issue should be addressed.

- Research guidance methods and schedules as research guidance plans should be fully clarified to students in the Master's Course of English Literature and Doctor's Course of English Literature in the Graduate School of Arts and Letters, Master's Course of Art Studies and Doctor's Course of Art Studies in the Graduate School of Arts and Letters, Master's Course of Economics and Doctor's Course of Economics in the Graduate School of Economics, Doctor's Course of Business Administration in the Graduate School of Economics, Master's Course of Sociology and Doctor's Course of Sociology in the Graduate School of Sociology, Master's Course of Social Work and Doctor's Course of Social Work in the Graduate School of Sociology, Doctor's Course of Law in the Graduate School of Law, and Master's Course of Business and Law in the Graduate School of Business and Law.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.20 in the Master's Course of the Graduate School of Economics, 0.28 in the Doctor's Course of the Graduate School of Economics, 0.40 in the Master's Course of the Graduate School of Sociology, 0.07 in the Doctor's Course of the Graduate School of Law, 0.30 in the Master's Course of the Graduate School of International Studies, 0.17 in the Doctor's Course of the Graduate School of International Studies, and 0.25 in the Doctor's Course of the Graduate School of Psychology. These ratios should be improved with the graduate schools' student quotas thoroughly managed.

Recommendation

Educational Program and Learning Outcomes

- The screening criteria for dissertations are identical in the Master's Course of Sociology and Doctor's Course of Sociology in the Graduate School of Sociology as well as in the Master's Course of Social Work and Doctor's Course of Social Work in the Graduate School of Sociology. In addition, the Three-Year Program, Master's Course of Social Work in the Graduate School of Sociology uses the same screening criteria for research project completion reports and

master's theses. The Master's Course of Business and Law in the Graduate School of Business and Law adopts the identical screening criteria for research outcome reports on specific themes and master's theses. These situations must be corrected with separate screening criteria established for items other than master's theses.